EFFECTIVE STRATEGIES TO ENHANCE COMMUNICATIVE SKILLS IN THE
COLOMBIAN ADOLESCENT POPULATION

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DEDICATION

This desertion is dedicated to the bravest woman in my life: my mother, who has always persuaded me to achieve my goals. I am really thankful for all the sacrifices you have made for me during this long journey in order to give me the best education possible, without your help I would not be where I currently am. Thank you so much for being the wonderful woman you are, who encourages me every day to chase my dreams.

I dedicate this work and give special thanks to my fiancé Kristian for being by my side throughout the entire career. I am really happy to know you were the one, who spent entire nights by my side lifting my spirits, assessing my pronunciation practices and revising my writing process. Thank you for your unending support and love, I have not enough words to describe how grateful I am since the day you came into my life.

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ABSTRACT

Through recent years, many Colombian researchers have been working towards a better insight, on how to properly teach the abilities of the English language that allow communicating and interacting. To continue with this important investigation, the purpose of this project is to compile diverse experiences from different teachers in actual classroom situations, with the aim of enhancing the English listening and communicative abilities.

On the other hand, it is important to take into account that in Colombia, English is taught as a foreign language and for that reason the goal is to develop communicative lessons; that is to say, at a basic level students are meant to progress in their spoken abilities in a proficiency and accurate ways (Gebhard, 2014). Based on some noticeable problems that teachers found in their investigations, it is a critical issue that the majority of Colombian teachers do not implement the appropriate ice-breakers that provide an environment of trust where students are expected to use English in social contexts.

Some of the chief difficulties learners experience when they endeavour to use the communicative ability were anxiety, lack of confidence, lack of motivation, lack of fluency etc. Similarly, the issues when attempting to understand spoken foreign language, were to make pupils achieve a critical thinking and to be autonomous. Generally, instructors focus on the *bottom-up processing* (learners have knowledge related with the grammatical structures and are able to use incoming data to get the global meaning of a message), that is because in most cases students can easily recognise some words and identify their pronunciation (Nunan, 2015)

For instance, not all the mentors took into consideration the fact that the *top-down processing* (the knowledge which pupils acquire from their own experiences and context), is

important during the teaching process; due to, the opportunity it provides to know the students (Nunan, 2015).

Thus, Colombian English classes are addressed through the grammar translation method, the most common activities in a regular lesson according to Cadavid, McNulty, and Quinchía (2004) are "giving instructions, praising, assigning homework, peer correction, and building sentences".

Key words: Speaking, Listening, Colombian Teachers, Teaching Strategies.

RESUMEN

Durante años varios investigadores Colombianos han estado trabajando para entender cómo enseñar apropiadamente las habilidades del idioma inglés que permitan comunicar e interactuar. Para continuar con esta importante investigación, la finalidad de este proyecto es compilar diferentes experiencias en el aula de diferentes educadores, con el objetivo de mejorar la habilidad comunicativa y de escucha en inglés

Por otro lado, es importante tener en cuenta que en el caso de Colombia el inglés es enseñado como lengua extranjera y por esa razón el objetivo es desarrollar aulas de clase comunicativas, es decir, en un nivel básico los estudiantes deben tener como propósito el progreso continuo en sus habilidades comunicativas de una forma proficiente y precisa (Gebhard, 2014). Basado en algunos problemas que los docentes encontraron en sus investigaciones, resulta crítico que la mayoría de los educadores Colombianos no crean rompehielos que creen un ambiente de confianza donde se espera que los alumnos utilicen el inglés en contextos sociales.

Algunos problemas de los aprendices cuando intentaron utilizar la habilidad de comunicarse fueron ansiedad, falta de confianza, falta de motivación, falta de fluidez, etc. Similarmente, las dificultades presentadas cuando se trató de comprender a nivel de escucha en lengua extranjera fueron lograr que los estudiantes tuvieran un pensamiento crítico y desarrollo autonomía. Generalmente, los instructores se enfocan en el (*bottom-up)* procesamiento de tipo ascendente (los alumnos tienen conocimiento relacionado con estructuras gramaticales y pueden utilizar la información de entrada para tener un significado global del mensaje), porque en la

mayoría de los casos los estudiantes pueden reconocer fácilmente algunas palabras e identificar la pronunciación de palabras específicas.

Por ejemplo, no todos los maestros tienen en cuenta el hecho que el (*top-down)* procesamiento de tipo descendente (el conocimiento de los aprendices se obtiene a través de sus experiencias y el contexto) es importante durante el proceso de enseñanza debido a que brinda la oportunidad de conocer a los aprendices.

Es así como las clases de inglés Colombianas son dirigidas por medio del método gramático de traducción, las actividades más comunes en una clase regular de acuerdo a Cadavid, McNulty, y Quinchía (2004) son "dar instrucciones, asignar tareas, elogiar, corregir a los compañeros y construir frases"

Palabras Clave: Producción oral, Comprensión de escucha, Docentes Colombianos, Estrategias de Enseñanza.

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Chapter I: Project Identification

1. Introduction

Having the ability to understand and communicate in any particular language is a fundamental necessity for the human being in a society. The language is developed through the interaction with others, where results are shown in a convenient environment. This, allows speakers to be in contact and develop innate capacities, abilities and potentialities (Rather, 2004). This project aims to present different data and review documents that discuss the way Colombian teachers instruct their language classes to the adolescent students. Furthermore, the idea of this research work is to provide educators with the necessary tools, strategies and communicative techniques, that not only will help these instructors to grow as professionals, but also will drive students into successful learning of the English language.

My experience learning English was filled with different impressions. When I was going through the first years in Primary School, my teacher at that time never spoke to me or to my partners in English, nor did she provide us with enough grasp on grammar or enacted activities to help us learn new vocabulary. Her methodology consisted of dispensing copies from various books, and the goal was to translate every paragraph that mostly included family related topics, as well as answering questions according to the reading; in other words, I was not very fond of English as a subject at all since I found it to be quite boring to look for each word in the dictionary and translate activities that sometimes I did not even fully comprehend.

In the same fashion, when I started High School my teacher's approach was the Grammar Translation method, and since that day I considered myself as a good student of English because I was hardly ever required to listen or speak in the target language. What is more, all I was asked

to do was to write and translate into my native language a certain number of sentences according to the grammar structure I was learning.

All of a sudden, everything changed when I joined an English course for a year and I noticed that in this instance the teacher was really concerned with empowering his students to speak in the foreign language as much as possible. Therefore, he proposed a variety of activities, games, competitions etc. that helped me understand that using the target language is beyond translating word by word. In fact, he taught me that to be bilingual is the capacity of being skillful with all English abilities (listening, speaking, reading and writing.)

Taking into account the above-mentioned experiences, it is important to state what I have been able to see during my first years as a High School pre-service teacher. In the time was doing my English practicum, I noticed that students did not like English classes because they were always following the same activities, with the same questions, readings, drills and writing pieces. In that time, I had the idea that teaching English through literature was an option for these students to learn all English skills and become successful speakers. After some time, I realised that teaching was not an easy task, and that my style and activities were not giving me the results I anticipated. I realised I was working using the same textbooks teachers had always been using for their daily instruction; in other words, I was using the traditional methods. However, it is important to point out that the only different thing I was doing was to increase their reading exposure using speaking activities at the same time, but it was not sufficient to keep students motivated and engaged.

For the aforesaid reasons, I decided to use topics from a book called *Taboos and Issues*, written by MacAndrew and Martinez (2002), and surprisingly I noted that students were more keen to speak and sometimes, when they did not know how to say something they simply made

their best guess on what the word would be, and those who did know what the correct word was would find it amusing. These facts made clear to me, that students strive to speak more when they are not closely observed by their teachers; their fears fade away and recognise they can communicate to each other in English (Lemos, 2012).

From my experience as a novice-service teacher I claim that students in general are not interested in learning grammatical structures, reading and writing strategies and speaking abilities in a rigid, monotonous way; the best way to engage them with the target language as I said before, is by presenting topics in interactive ways that will likely make students feel more confident; Gutierrez (2005) and Lemos (2012) proposed some examples of these strategies are: radio broadcasting, interactive tasks, games, and cooperative learning strategies, such as group work, peer assess, and different meaning activities. Consequently, the teacher will start to build rapport with the class and will create an environment where the students are motivated to start to communicate with each other.

Currently, I am teaching adolescents and I see my students in many different ways, because I know my classes involve learners of different ages, who are used to different kinds of learning styles. Considering that being a teenager is not very easy, especially since they are going through "dramatic changes in physical appearance, family relations, peer relations, sexuality and media use" (Berk, 2008), it is the teacher's' task to make as comfortable and enjoyable this transition between childhood and the young adult stages.

Adolescents are a prime focus of teaching, because of their increasingly high level of independence; hence, they are more selective with the guidance they get, they find themselves developing their own identities and adjusting to all the changes they face, therefore, is of

paramount importance for their teachers to show understanding, as well as making themselves reliable to be able to walk them through their learning process. (Rather, 2004)

When teaching English, it is important to take into consideration the fact that most adolescents, "live in a world where sounds, images, words, and ideas come at them in a constant stream from many different sources" (Pearson Longman, 2011). That is why, Colombian English educators need teaching materials that facilitate the relation between knowledge and what is important for them as teenagers; in addition, it is the instructor's responsibility to understand what students are talking about, in order to motivate them to learn the target language by using topics they are interesting in.

Teaching English as a Foreign Language (TEFL in Colombia involves many factors, one of them of course is the adolescent population but, also the need of using textbooks to guide the teaching process, with the support of adapting some activities of the proposed units to make them more interactive and communicative. From my experience, I can say that textbooks might result exhausting for pupils if the teacher in charge does not adapt the book to an English teaching methodology, such as PPP, CBLT, suggestopedia, realia, or a little bit of each, start planning lessons in a fun way, where games can be used as an strategy to catch students' attention, also, the typical oral projects and written projects can be modified with the purpose of doing something different or picking up topics that adolescents are interested in.

Although, there are many activities that English teachers can do in the classroom, it is also important to point out that, as Mejia (2009), stated mentors' "generally low level of proficiency in English led to restricted use of the target language for basic vocabulary, grammar and pronunciation activities". This is why, this work also wants to expand the scheme of a workshop proposal for English teachers, in order to solve those kind of issues, without leaving

aside that some of the actual problems are originated because of the "mismatch between the Stated National Standards and their implementation in the classroom" (Mejia, 2009), as well as the requirements of the National Bilingual Program (renamed in 2012 by Foreign Languages Competencies Development Programme), which sets that in 2019 Colombian schools will reach a B1/B2 English proficiency level, not even taking into consideration the low socio economic backgrounds.

1.1 Objectives

In order to make this project relevant in the English teaching field for the Colombian adolescent population, a set of defining objectives have been traced to light up the teachers' practices and experiences in the classroom.

1.1.1 General Aim

To provide listening and speaking effective English teaching strategies based on documented teachers' experiences in the teaching classroom with adolescents.

1.1.2 Specific Objectives

To identify the different categories in which Colombian adolescent seem to be affected when learning to communicate in the target language.

To analyse the different used strategies and techniques that Colombian EFL teachers use in their daily instruction with the purpose of enhancing the communicative skills.

To classify the data and suggest possible solutions for instructors when guiding activities to teach communicative skills in the target language to adolescents.

1.1.3 Justification

Being a teacher of adolescents demands a lot of effort from teachers' behalf, it is important to highlight that "teenagers are the most insecure people in the world, their lives vulnerable to a host of different pressures: pressures about dating, pressures about drugs, pressures about gangs, pressures about parents, pressures about clothing, pressures about sexuality, pressures about race, pressures about grades" (as cited in Jiménez, 2012). That is why; having the opportunity of teaching them is fascinating since they have the ability to learn really fast and effectively if their filter of anxiety is not low; in the same way, the motivation plays an important role in the language classroom. Hence, particular behaviours will be developed according with the activity, it is necessary to find different activities that engage them to work in teams.

The reason why it is necessary to teach listening and speaking abilities to adolescents is that all over Colombia, English is a subject that is taught just from the grammar and reading perspectives where the ICFES training is the most important issue in the schools. Being able to communicate is the real aim of a communicative task, reason why the chosen tasks should be as close as possible to real life situations.

Chapter II: Literature Review

2.1 Language Development in Adolescents

First of all, it is important to point out that the language development starts with the first language acquisition (FLA), where the oral skills need to be developed as fast as possible to communicate with others (Herrera and Murry, 2011), of course, during the process, "the trials are praised, scaffolded, supported, and reinforced by family, friends, and caregivers." As mentioned by Herrera and Murry (2011), by the age of five, some rudimentary understandings of the language are improved like sentence structure, word meanings and understanding of language use in context; then, during the puberty stage more complex aspects of the oral competence are enhanced such as discrete distinctions among phonemes and uses and interchanges of the language; and finally, the adolescent period (15-25 years) is vital, because the first language will be exposed to different thinking areas such as mathematics, language arts and science. The ability to comprehend different kinds of texts motivates grounds to face new knowledge with the language competence.

In addition, based on Herrera and Murry's ideas (2011), to understand in a better way how teenagers learn English as a foreign language, there are some contrasts that need to be considered before and during the English learning process:

a) During the FLA, parents and caretakers are models because as it was mentioned above, learners in this case are going through the childhood stage; instead, adolescents have teachers and peers as roles.

b) Language acquisition is a dynamic process in which experiences are necessary to construct the language; then again, adolescents make mistakes because they are still thinking in Spanish and applying its rules in English.

c) Learners might have a high level of proficiency in the native language if they use the language frequently; unlike, adolescent English learners might have a low level because there are few opportunities to interact in real communicative situations.

TEFL to adolescents is a demanding labour in Colombia, not only for the lack of communicative interactional activities using the target language, but for the three crucial environmental components in the foreign language learning process that were found by Fillmore (as cited in Herrera and Murry, 2011). The first component involves mainly the learner in an active role, where he or she recognises the need of learning the target language. Next, it is necessary to have speakers of the target language. Lastly, the social setting must be thought as an opportunity to make learners become fluent speakers.

Indeed, by the edge of six years old the first language is developed around a fifty percent so, in the adolescent period it is fundamental that the planned activities can be authentic; in that way, learners will be motivated to reinforce the semantics and pragmatics conventional practices with the aim of communicating with others.

In contrast, when Colombian English teachers use a Grammar Translation Method (GTM) learners are not able to participate in different communicative situations, where the main concern is to use the language to talk about related topics regarding their actual changes and interests. Without a doubt, it is possible to reduce the period of time needed to acquire a foreign language if the English educator possesses advanced English abilities, the time ell are exposed to

the target language is higher and the English instruction is modified with new techniques, approaches and tools that drive students not only to motivate their learning, but also to successfully acquired it and, the English classes change its own pattern from "language analysis, memorization, translation, and multiple choice language testing to learning how to express and interpret ideas" (Duff, 2014).

2.1.1 Linguistic Development in Adolescents

According to Herrera and Murry (2011), there are four stages of Second Language Acquisition (SLA) that take adolescents through a process where the English language development takes place. The first stage is the preproduction phase, which is characterized by a nonverbal period where learners get acquainted with the different rhythms and sounds. Also, the connections are created by experiences in their native language that directly influence their levels of anxiety and frustration, and the only way students demonstrate understanding is by gesturing, pointing, or having episodes of inattentiveness (Herrera & Murry, 2011). In the second phase, the speech emerge is featured, because the pupil feels more confident to take risks in the target language, so he or she is able to understand simple conversations, dialogues and stories that involve the use of idiomatic expressions.

Furthermore, it is important that teachers can support the stages mentioned above by having as many visual aids as possible in the classroom, providing a peer assistance and cooperation in order to show the learner that it will be easier as he or she though and finding connections between the native language and English (Herrera and Murry, 2011). Moreover, the educator also has to be conscious that some students might present a silent period during the development of the aforesaid stages, so it is fundamental to address this phase properly and do not confuse it with a learning disability.

To carrying on with the SLA stages; the third one is the intermediate fluency in which adolescents growth the comprehension skills to low the anxiety levels and, become eager when helping peers and teachers in his or her native language. Finally the fourth, is the advanced fluency, where the adolescent learner shows is an abstract thinker that uses accurate language as good as the English native speakers.

2.1.2 Cognitive Development in Adolescents

According to different research studies there is a large number of cognitive theories, but in this case the theories that will be mentioned briefly in this project are those developed by Piaget and Vygotsky. Both theories try to explain how the multiple intelligences (MI) takes place in the thinking mental process; Piaget's theory, for example, states that the human being goes through four different stages from infants to young adults, these are: sensorimotor, preoperational, concrete operational and formal operational. Papalia, Olds, and Feldman, (2011) also support Piaget's theory stating that the knowledge is constructed across those stages while interacting with the environment.

Furthermore, the Vygotskian theory states that "the zone of proximal development is the difference between skills or tasks a person can accomplish alone and those they are capable of doing if guided by a more experienced person" (As cited in Pearson Longman, 2011 p. 360). Also, this postulate explains that the cognitive development is caused by the social interaction, where the scaffolding assists the process to obtain more knowledge from someone who already possesses it and someone who is in the process of doing it (Papalia, Olds, & Feldman, 2011).

In short, the importance of remembering these postulates is the need of acknowledging that adolescents not only learn by the ability of using the language (Vygotsky's argument), but

also, that the language is the result of the cognitive development (Piaget's argument). For adolescents, the attention and memory are the keys to cognition in the processing approach for those students who do not present attention problems. In other words, adolescents need the appropriate input, motivation strategies, and lowered the affective filter without leaving aside the fact that the development of their cognitive development place one out of most important roles of the acquiring process of the foreign language.

Table 1

Developmental Issues when Teaching Adolescents

Features of the Teacher	*Adolescents Go Through*
When teaching adolescents, it is important that the instructor creates a safe environment, where learners feel enough confidence to use the target language. To do this, the teacher must be friendly and should take time to know his or her students, and at the same time allow them to use their native language while establishing behavioural rules.	The peer acceptance and socialization is one of the hardest stages that teenagers go through. As a matter fact, students are worried most of the time about other's opinions, considering that they are experimenting changes in their appearance and bodies. Their levels of anxiety increases when they are asked to join a group, or speak in public.

Source: Adapted from Herrera and Murry (2011), p. 36.

As mentioned above it could be said that, to have a successful English class the teacher has to create rapport with the students; in that way, there is going to be a significant increase of intellectual growth and development, that is why instructor needs to take action to create mental connections between the prior knowledge and the new information through visual helps, such as: drawings, mind maps, paintings, graphic organizers etc. So, the learners will be able to categorize the information and benefit the long-term memory (Herrera and Murry, 2011).

To enhance real rapport in the class environment between teachers and students, it is necessary to point out that the *affective filter* proposed by Karshen is responsible for individual variation of SLA. This theory explains that when the filter is up the learner is unmotivated, there is a lack of confidence and concern with failure; hence, when filter is down the student is not anxious at all when trying to become a member of a particular speaking group. In the next table below, the factors that include the *affective filter* will be explained to understand the reason why is really important to have affinity in class (Karshen, 1983).

Table 2

Affective Filter in Second Language Acquisition (SLA)

Anxiety	Motivation	Attitude	Self-confidence
There are three types of foreign language classroom anxiety.	The motivation is understood as the impetus of the	Attitude is the way in which someone feels and thinks	Learners who have a positive image of succeed can

a) The *Communication Apprehension* is the individual level of fear or anxiety associated real or anticipated communication with others.

b) The *Test Anxiety* indicated that some pupils experience fear of failure, get constant negative thoughts that decreases their performance, had traumatic experiences, and lack of preparation.

c) The *Fear of negative evaluation*: It is concern with acquirers. Gardner and Karshen found two kinds of motivations:

a) The *Integrative motivation* is interested in the target language; learners want to participate in the social life.

b) The *instrumental motivation* is related to those students that only want to pass some tests, go overseas, travel and be promoted. about something. In SLA:

a) Learners with a positive attitude tend to learn easily and faster.

b) It is the focus of students' commitment.

c) It increases the class participation. communicate in the target language; on the contrary, those who do not have self-confidence get fewer chances to practise, since they are afraid of losing face and making mistakes.

| other's opinions; the |
| acquirer hides from |
| negative feelings |
| and avoids |
| evaluation |
| situations. |

Source: Adapted from Du (2009), p. 162 - 164.

The affinity in class can also be also enhanced by using the socio-affective strategies, which are really important when teaching adolescents, can also enhance the affinity in class.   . Habte-Garb (2006) defined them as "those which are non-academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student… and consider the student's relation to society as a whole ranging from family to the global community". Considering the fact, that in Colombian English classes there is a lack of use when it comes from the target language, it is necessary that the teacher creates speaking situations that students can use in order to use self-talk, cooperative work to receive and share information with other, asking questions for clarification and receive feedback (Chamot and O'Malley, 1994). This is how the teacher verifies the different understandings and low the anxiety.

2.1.3 Psychological Development in the Adolescent mind

To start, it is necessary to make the right clarification about the term adolescence and puberty. Lewis (2016) stated "puberty refers to the physiological changes involved in the sexual maturation of a child, as well as other body changes that may occur during this period of time" while "Adolescence refers to the stage from puberty to adulthood, and includes the psychological

experiences of the child during this period. When the human mind goes from the childhood to the adulthood, it faces a process where beliefs, values and goals are established and this could cause a significant change in the adolescent's behaviour, ideas and way of thinking. Thus, during the psychological development of the adolescent three stages can be identified according with Lewis (2016):

1. Adolescents start to make use of the logical thinking, also centre their attention on the way they look like since they have been experiencing physical changes.

2. Teenagers are no longer tied to their parents as before, their emotional and intellectual capacities increase, since they are looking for a new personality that helps them to set out their values, believes, and vocational pursuits

3. In this stage, the adolescent already found his or her place in the society, also have a balance between aspirations, fantasies and reality. Adolescents begin to plan what they have to do in order to achieve their goal.

Teaching adolescents is not only an exciting experience, it is also rewarding because it represents a challenge. Adolescents have a remarkable ability to make teachers scared when they have to teach this particular group. They are "an emotional roller coaster" (Murray & Christison, 2011) that somedays might love you but the very next day, they just do not feel much empathy. In the same way, this particular group of learners present problem behaviours that can be understood by Brown and McIntyre (as cited in Harmer, 2001) as "what counts as a well-ordered or discipline classroom for the individual teacher".

There are some reasons that might be causing these problems; some of them are: the family as one of the main groups that influences learners' attitude depending on the home

situation, previous unpleasant education experiences, the self-esteem is under the peers' approval which might make feel students frustrated and upset, boredom while the development of a specific activity seems to be tedious or the work group is done earlier than expected, external factors like the weather, noise or if the pupil is already tired, and finally, what the teacher does in the class is really important because it could affect scholar's self-esteem (Harmer, 2001).

2.2 Multiple Intelligences and the Development of Foreign Languages

According with Du (2009) the Multiple Intelligences Theory (MIT) is proposed by Howard Gardner in 1983 with the aim of explaining that the learning process has a physical, cognitive and affective side that affect each person in different ways because being intelligent at that time was to be able to know the correct answer by memory, but not to solve problems as it is considered nowadays. On the other hand, Du (2009) also explains that the language aptitude is the capacity of having the auditory, linguistic, and memory abilities working all together at the same time when learning a second or foreign tongue.

Due to the MIT is possible to talk about a meaningful learning defined by Caine and Caine (as cited in Morgan and Fonseca, 2004) like the "storage of items that have so many connections and are of such quality, that they can be accessed appropriately in unexpected contexts". Thanks to the MIT "teachers are better able to tap into the areas of personal meaningfulness", because "they constitute distinct frames for working on the same linguistic content", and are "an excellent tool to enable instructors to plan attractive ways to provide learners with language learning practice" (Morgan and Fonseca, 2009). In addition, according with Morgan and Fonseca's findings in MIT there are specific and different activities that a professor can use which will be mentioned briefly bellow considering its importance in the learning language classroom.

2.2.1 The Musical-Rhythmic Frame

Music helps students to concentrate and connect with the inner self; it also helps to eliminate distracting sounds from in or outside the classroom. Some of the activities that teacher can use when using music with the learners include: fill out blank spaces of a specific song, the teacher can play with the tone of his or her voice following the rhythm, guessing words according with the previous phrase etc. Moreover, music fosters a relaxed but motivating and productive classroom atmosphere.

2.2.2 The Visual-Spatial Frame

These kinds of students need visual aids; due to the fact, that they follow the patterns by visualizing while trying to understand different texts (such as written and spoken) to really make meaning. Some visual teaching aids are: charts, pictures, drawings, slides, posters and videos.

2.2.3 The Logical-Mathematical Frame

Problem solving tasks are really useful as learners focus mainly on meaning, that is to say, that these students have the need to rereading for filling understanding of the text while acquiring familiarity with the vocabulary and grammar structured used in the text.

2.2.4 The Bodily-Kinaesthetic Frame

No matter if it is a child, adult or adolescent because in the end the human body has the need to move. There is when the EFL teacher is going to take advantage to propose her or his students to make roles, drama games, surveys, project work, shadow puppets and a lot of activities that demands the learners to interact with each other while addressing this intelligence in the language classroom.

2.2.5 The Interpersonal Frame

This specific intelligence refers to the ability to understand other people, to work cooperatively and to communicate effectively. So as to, help students with this kind of intelligence it is really important to use the cooperative learning method, so the pupils learn to be leaders while having active listening in the development of the different activities; indeed, the work group magnify students' rapport and empathy in the classroom.

2.2.6 The Intrapersonal Frame

To practise the self-discipline and understand the internal aspects of the self, it is determining that the instructor in charge propose tasks where learners can be asked to think of the colour, size and texture that best definite their feelings; as well as, reading activities that develop specific attitudes through problems.

2.2.7 The Naturalistic Frame

This intelligence expresses the ability to separate between different kind of species of flora and fauna; in general, these students enjoy the natural and ecological world. The most suitable activities to use with them are: tasks involving direct field observation, brainstorming about how to contaminate less, or describing natural processes.

The importance of identifying and using multiple intelligences as a teacher in the language class, is that it provides the use of different strategies to motivate and engage adolescents to use the target language in a comfortable way, where anxiety levels are lowered as at the hand of the way the instructor addresses each part of the class. Similarly, the "MIT is a useful tool for planning language learning tasks which ensure that students can cope in the

presence of a challenge when learners see what they can do, this has a positive effect on their self-esteem and can lead to enhancing success in language learning" (Du, 2009)

2.3 Learning Styles

Each adolescent has a different way to understand and learn a second language; that is the reason why, Oxford (2003) stated that "learning styles are the general approaches that students use in acquiring a new language" meanwhile that depending on the learner learning preference, the class might be fabulous, scary or even terrifying. That is to say, if the teacher takes the time to get to know her or his students the language class will be full of confidence, along with a good learning environment (Herrera and Murry, 2011).

Working with teenagers is really interesting and funny because even if they are a roller coaster, they are still trying to find their own identity (Harmer, 2001) and that could be what a teacher should use as an advantage for the learning process. In order to use that constant search of identity, it is important that the intrinsic motivation understood as "the teachers' method, the activities that students take part in and their success or failure" (Harmer, 2007) can be the key to propose different tasks, that support the four major style dimensions associated with second language learning.

2.3.1 Sensory Preferences

In the language classroom there are a lot of students; however, the students who have sensorial preferences are characterised by a "physical perceptive channels" (Oxford, 2003) in which the learners feel more comfortable to learn. In this case, there are four types of students according with Oxford (2003). The first ones are the visual pupils rather to have visual stimulation such as reading, conversations and oral instructions. The second, auditory learners do

not enjoy the visual help but they like to have activities in which there could be classroom interactions. The third, kinesthetic and tactile students enjoy having classes that involucrate the tangible objects for example, flash cards or small boards. These last two learners need frequent breaks and movement all around the classroom.

2.3.2 Personality Types

Teaching adolescents might be challenging because as it was mentioned before they are trying to find the best identity they could choose according with what they consider necessary to have; therefore, the personality points out the most highlighted category to take into the account, Oxford (2003) talks about eight different types that are the opposite of each of them.
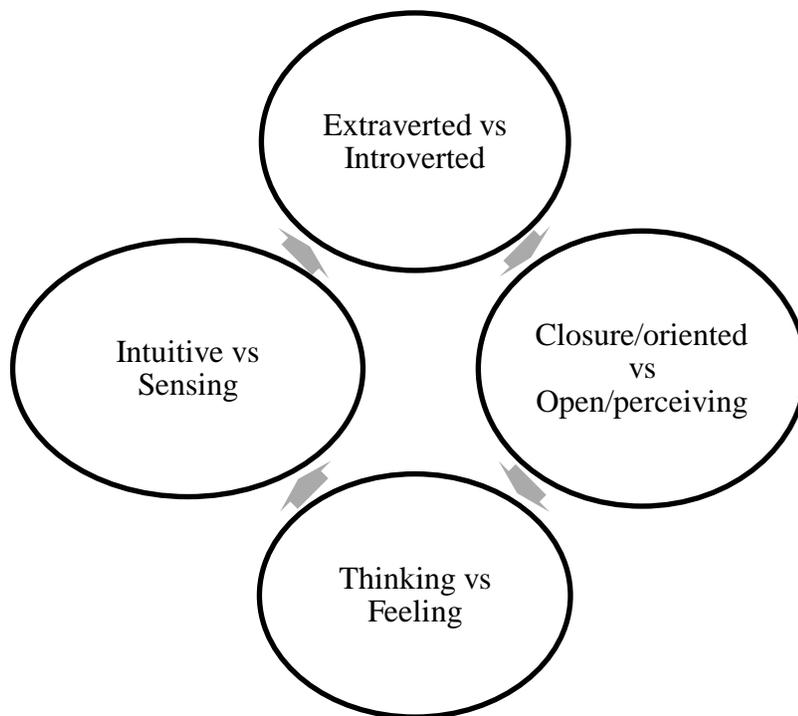
Figure 2: Personality types (Based on Oxford, 2003)

It is quite tedious for teachers to have just one strategy when teaching adolescents; this is because this population presents diverse features when it comes from behaviour in the classroom. For example, Oxford (2003) stated that extraverted personalities like to have interaction with others as well as have many friendships; in contrasts, introverts have few friendships. Both personalities can work together in a group, just if the leading role changes continuously. In the same way, intuitive beings think in abstract, futuristic ways, create theories and new possibilities while sensing need facts instead of theories and need the teacher's guidance. The instructor has to offer variety and choice to these kinds of learners. Additionally, the thinking self is competent and not easily praise different from the feeling one which has empathy and compassion. Finally, the closure/oriented personality reaches completion easily and likes to written tasks with deadlines; on the contrary, the open/perceiving is usually available for new perceptions and does not like the deadlines (Oxford, 2003).

2.3.3 Desired Degree of Generality and Biological Preferences

The desired degree refers to the fact that there are adolescents who focus on the main idea and some others that concentrate on details (Oxford, 2003). That is to say, teachers' work at this point is to find a balance in the language classroom. On the other hand, the biological preferences are related with biorhythms which "reveal the times of the day when students feel good and perform their best" (Oxford, 2003); hence, depending on the nature of the environment (for example, firmness of the chairs, sound, temperature, etc.) the surrounding may definitive for the learning process.

2.4 How Adolescents learn?

The human brain presents deeper changes in the adolescence stage and probably that is what most of teachers forget. To make that teenagers really learn is important to understand that

"they will come in one day loving you, and then the next day, with no warning, you are the total enemy" (Philip, 2007), that is because the incapacity of consistency, and what a teacher should recognise that there is changing going on in that brain. Once the teacher acknowledges those changes, he or she will be more patience with these learners; nevertheless, it is important to mention that there are also external changes such as the environment where the adolescent is when she or he is not at school. The adolescent brain needs proper conditions where parents can be the appropriate role model they need, if not the teenager will look for a peer model (Philip, 2007).

Therefore, if teachers really want their adolescent students to learn; they have to fulfil the survival and emotional needs (Philip, 2007). Thus, having these emotional needs accomplished the entire learning process will be easier, and that is going to be where in this case the English language instructor can start to identify the different learning styles which were mentioned above among class. In addition, the MIT also provide in this project some strategies and activities that can be used when teaching listening and speaking skills.

The importance of recognizing the learning styles and the MIT is that each one is the complement of another; meanwhile, they are tools for the English teacher that wants to help students to reach out their potential. As a matter of fact, identifying the types of personalities assist the way in which teachers can manage the classroom, use the teacher's talking time (TTT), the way of giving instructions, and the most important one the lesson stages. Finally, teachers must try to make adolescent work in groups because the collaborative learning impact the learning in a positive way and, in "which students work on learning activities in small groups and receive rewards or recognition based on their group's performance" (Slavin, 1980).

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2.5 Different Methods to Teach Speaking and Listening to Adolescents

Larsen-Freeman and Anderson (2011) stated that methods are the teachers' tools to make a reflection about the developed activities in the classroom and the bring consciousness related with the responsibility of teaching. That is to say, methods are the base of the teaching knowledge, and a huge repertoire of techniques that help to have success in the language classroom, while learners start to feel really motivated to try to use the target language in different communicative situations with their own peers (Anderson, 2011).

Above all, when teaching adolescents it is fundamental that the instructor keeps in mind that adolescents are always looking for their peers' approval which might make the entire process a little bit harder; however, it is also necessary to remember that "teenage students are in fact overall the best language learners" (Harmer, 2001) because if they are engaged, they will have a great capacity to learn along with an extraordinary potential for creativity and passion for complete different tasks (Harmer, 2001). Due to the different language levels among the adolescents learners in the classroom, some of the most common methods in teaching English will be explained; thus, to help teachers and future teachers to take the risk of challenging themselves to try out funny and engaged activities for these roller coaster learners.

Furthermore, it is needed to highlight that the intention in here is not to provide correct or incorrect methods when teaching English, but to propose those that are more suitable for adolescent learners when the goal is to be a fluent speaker that really can be considered as a language user. Therefore, Colombia's case is not different from other countries where methods are mainly used to set out behaviour paths or just a common guide to follow the textbooks from different publishers (Larsen-Freeman and Anderson, 2011). In short, any English instructor must

recall what Larsen-Freeman and Anderson (2011) stated: "Any method is going to be shaped by a teacher's own understanding, beliefs, style, and level of experience".

2.5.1 The Direct Method

One of the most important teachers' goals when teaching ESL-EFL to the adolescent classroom should be to avoid the use of translation. Instead, the idea is to have students use their communicative abilities to acquire the target language. Additionally, the use of reading aloud, question and answer exercises, and map drawing can be useful to techniques to use when planning classes with this method. Then, the most common and used resource is the visual aid which should be understood by trying to think exclusively in English, in case that a new word will be explained the instructor will have a friendly relation with the student, since the aim is to learn a new words through the use of pictures, pantomime or realia. In this case, the language is primary presented in orally; as a result, the pronunciation mistakes are corrected immediately by the professor or the self-correct when possible (Larsen-Freeman and Anderson, 2011). It is a good idea to use this method with adolescents because it provides opportunities to use the target language in real contexts; for this reason, the teacher might handle to lower the anxiety filter and engage students with speaking activities.

2.5.2 The Total Physical Response Method

The stronger attention in this method is the listening comprehension which is really helpful for those teenagers that have a high performance in the bodily-kinaesthetic intelligence; in the same way, the learners' stress and anxiety level are lower because the teacher's aim is to make students enjoy the experience of learning how to communicate in English, and to give pupils time to speak just when they feel ready to so do. In this case the teacher's role is to be the director of any behaviour in the classroom. Finally, there are some techniques that the English

language instructor can use when having lessons planned based on the TPR such as: role reversal and action sequence (Larsen-Freeman and Anderson, 2011).

2.5.3 The Communicative Language Teaching Method

The goal of this method is to enable students to communicate by using the target language; to do this the learner needs to acknowledge that there are different ways to say the same, but the idea is to fully understand the variety of meanings. By doing this, the adolescent pupil will be able to communicate with what he or she knows about the use of the target language; as a result, teens are going to be more motivated to get to know their partners to use real messages with real communicative intentions. Some activities can be carried out by using authentic material when playing role plays and problem solving tasks. In the same way, there are techniques that could enable adolescent students to use the English language such as: language game, picture strip story and scrambled sentences (Larsen-Freeman and Anderson, 2011).

2.5.4 The Task-Based Language Teaching Method

The TBL teaching has the objective of show the teacher as a facilitator when choosing the tasks that students meant to develop, at this point the emphasis goes in the own tasks since it needs to use the include real-life situations. To achieve a final task, there is going to be a cycle task (task, planning and report) because every activity must be relevant and meaningful; in that way, the target language will be used outside the classroom. Furthermore, there are a lot of techniques that an English instructor can use; however, some suggestions could be: information-gap task, opinion-gap task and reasoning-gap task (Larsen-Freeman and Anderson, 2011). This method could be enjoyable to use with adolescents because the instructor has the opportunity to use real situations to engage the learner, and be an active user of the language while playing with his or her peers.

2.5.5 Community Language Learning Method

When teachers choose this method, it should be understood that her or his purpose is to teach the students to use the target language in a communicatively way. As a result, there is going to be a considerable growth of the responsibility that the students have in their own learning process; if and when, the relation between the learner and professor is based on a good treating conceding the entire meaning of being a person, valuing both thoughts and feelings. Equally important, the native language will be used at first as a bridge to reach out the use of the target language by clarifying meaning through pantomime, pictures and synonyms. On the other hand, recording student conversation and transcription can be considered as recommendable techniques when using this method. The reason why this could be a good option to use with adolescents, it is because there is going to be an extra effort to really create rapport and empathy with the students; in that way, they will more secure to use the target language (Larsen-Freeman and Anderson, 2011).

2.6 Speaking Teaching Strategies for Adolescents

Speaking is one of the hardest abilities to develop when learning a language. In the English' case the most demanding tasks are those that require the use of the target language, since the written and pronunciation ways changes; however, that should be used as an opportunity to motivate adolescent learners through different speaking activities that provide rehearsal opportunities to activate the automatic and autonomous use of the target language (Harmer, 2007).

Teaching speaking demands a lot of time while creating suitable and enjoyable activities, and making corrections in a gentle way. However, professors must keep in mind that when the learner is able to communicate with someone else, it means that the communicative act is taking

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place correctly. It is important to realise, that as Lazaraton (2011) stated "teachers should continue to focus on promoting the development of fluent, accurate, appropriate, and authentic language" must be the aim of learning and teaching a language; of course, there are still many doubts about how to evaluate the language correctly, but it is not an excuse for avoiding real situations of speaking tasks.

2.6.1 Photographic competition

The activity consists of four different photographs of a men, the aim is to make a decision about which is going to be the best one, taking into the account the criteria and the fact that students will play the role of juries. This activity is useful for adolescents because it makes them think and discuss to have a criteria as a group of juries, the purpose is to activate all the knowledge they have besides the English one; additionally, it is a great opportunity to practise phrases and words related to a discussion. (Harmer, 2007)

2.6.2 Role plays

Harmer (2007) stated that role plays "simulate the real world in the same kind of way, but the students are given particular roles -they are told who they are and often what they think about certain subject-". Having the adolescent learners to put in someone else's shoes is challenging for them, since it provides opportunities to show up different acting skills, at this point it is necessary that the teacher lowers the fear of speaking in public and creates a secure environment to enjoy this activity.

2.6.3 Discussions and work group

This activity is probably the most common one in classrooms; however, teachers must be careful when planning, setting up and evaluating (the teacher should also must explain carefully

to the students what they are going to talk, what is the importance and how long the activity will lasts), and they are depending on the need of the learners. In this project, it is recommendable that learners can be introduced to the topic through the listening; in that way, the group work should be conformed for students that have a different level of English since the goal is to use the target language to agree, disagree, clarifying, and interrupting (Larazaton, 2014).

2.6.4 Presentations

This particular activity might result scary for adolescents because they are going to be talking in front of the whole class; however, it is a teachers' responsibility to set out guidelines for the public because the listening itself could be at some point boring. Hence, the instructor can ask the public to make a peer evaluation considering previous established parameters. In addition, video tapping also can be used to show the learners what he or she has to work on, and allow teachers to evaluate in real time paying attention to the use of the language (Larazaton, 2014).

2.6.5 Conversations

Conversations are important for the English teacher because they represent a valuable tool when it comes to make students speak in the target language. Actually, it is the most common strategy to work with adolescents because they have the opportunity to interact with other learners in daily life situations in a natural way; moreover, it is a good idea to organise groups of different language levels in order to establish an interview format where both students can ask different questions about their life or specific topics. (Larazaton, 2014).

2.6.6 Technology tools

Adolescents are growing up in a digital era where the internet and different types of communication provide a large amount of information about any topic. Teacher should be able to take advantage of this technology tools such as videoconferencing that contributes to the easy connection with native speakers; also the use of podcasts or video/audio files is important because most of the time it is free and helpful for the listening and speaking skills development (Larazaton, 2014). For instance, adolescents can also learn by having fun and watching YouTube videos from native speakers, taking into the account that these people usually record what they do in a regular day, or if there is a specific interest in video games, pranks, cooking recipes, make up, lifestyle, etc.

2.7 Listening Teaching Strategies for Adolescents

Teaching a language is not about just writing and reading, to become a real user of the target language it is necessary that adolescents can not only listen but to speak. That is to say, both abilities depend on one another. Harmer (2007) said "listening is good for students' pronunciation, too, in that the more they hear and understand … the more they absorb appropriate pitch and intonation." Normally, English learners use their teachers' voice as a listening resource, but it is important that adolescents get more opportunities to be exposed to more than one voice in order to acknowledge the regional varieties from a country; in the same way, the successful spoken communication cannot be done without the effectiveness when students listen (Harmer, 2007). On the other hand, before planning tasks for teaching English it is necessary consider what listening principles are, in order to plan real and accomplishable tasks

depending on learners' level.

Listening Principles

1. Encourage students to listen frequently and as much as possible.

2. Provide opportunities to prepare students to listen.

3. Repeat more than twice.

4. Ask questions about what students heard.

5. Create different listening stages to have different tasks.

6. Good teachers use the listening text to the full,
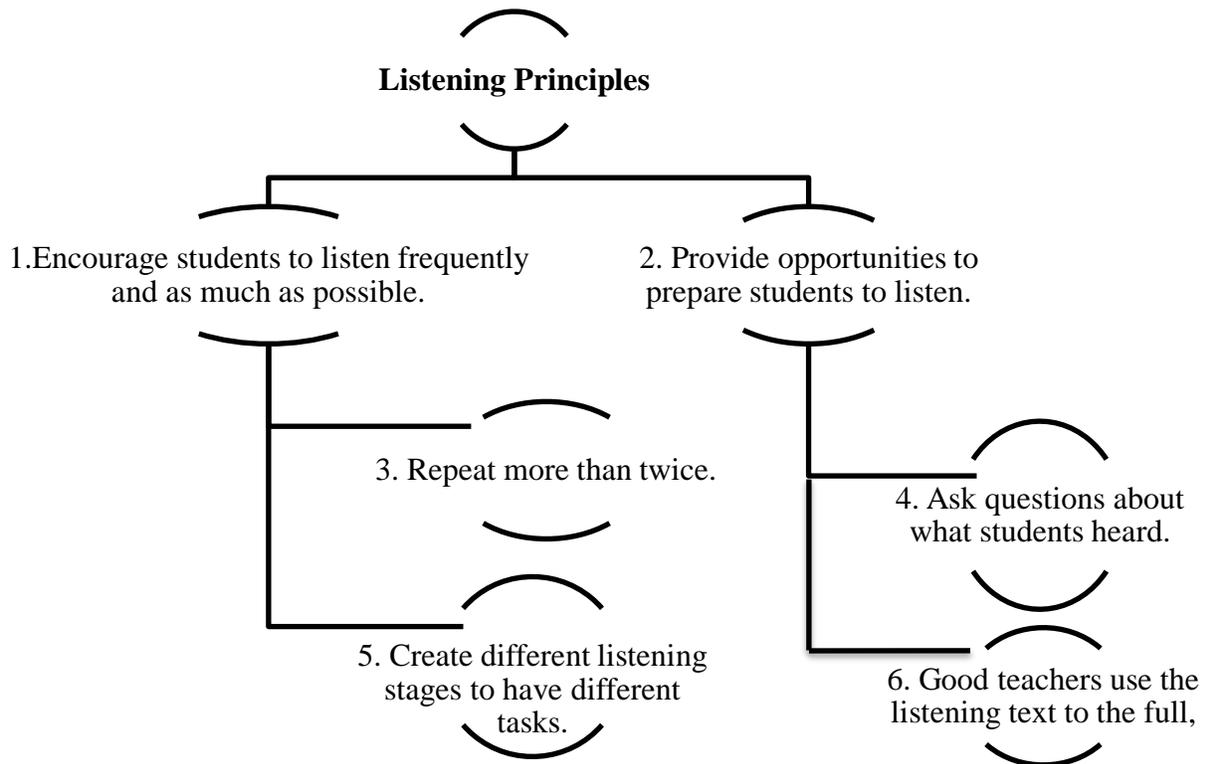
Figure 2: The listening principles (based on Harmer, 2007)

Having the listening principles in mind will be important for teachers because it will make them more conscious about what adolescent learners needs are. In the same fashion, the previous English knowledge (also called schema) will be really useful for having successful comprehension, in some cases learners have difficulties but what the teacher must do, is to assign cooperative work to support the fully understanding of those students (Goh, 2014). In like manner, many authors have proposed different strategies for the classroom applications; however it is important to highlight that adolescents have a great capacity for conceptual thought, and "their intellects are kicking in, and they can talk about more abstract ideas" (Harmer, 2007). Listening tasks result convenient for these learners because they are going to be challenged to accomplish different levels of difficulty. In order to help English teachers Vandergrift and Goh

(as cited in Celce, Brinton, and Snow, 2012) determinate that there are six core skills that learners need to develop in the listening process.

2.7.1 Listening for Details

Listening for details is something that people do every day because there is a need to listen specific info (Brown, 2006). That is why; adolescents might feel closer to this kind of activities. They need activities that really challenge them, and when they are asked to complete detailed information such as words, numbers, names, dates and places they are competing to each other to get the correct answers, and have the recognition they will get not only from the teacher, but from her or his classmates.

2.7.2 Listening Selectively

It could be confusing when using this listening selectively in the classroom; however, the difference is that in this part there is going to be a special attention to the particular parts of the texts. Teenagers enjoy this activity because they are not being forced to produce in the target language, but understanding it is the very first step to really comprehend it.

2.7.3 Listening for Global Understanding

Sometimes adolescents feel stressed out because they cannot understand completely what the teacher is saying or what people in the recording or video are trying to communicate. By using this activity, the adolescent student will be able to be more motivated every time because she or he is starting to get the main idea about what is being said; hence, the engagement itself will be easier.

2.7.4 Listening for Main Ideas

This kind of activity goes beyond the global understanding because what students are being asked for, they are specific key points or propositions about the text. Some common used activities that could be suitable for those adolescents that have an intermediate level are: show support, give instructions for specific tasks (making a recipe or giving directions) and specific events in a story.

2.7.5 Listening and Inferring

Brown (2006) claimed that "speakers do not always say exactly what why meant" and sometimes they have to "listen between the lines to figure out what really is meant" (Brown, 2006). That is to say, sometimes it is necessary to use that abstract thinking development that adolescents are having, in order to help them to realise that they can always use different resources such as visual clues, speaker's tone of voice or the schemata to find a way to understand the missing or unclear information.

2.7.6 Listening and Predicting

Few students have the ability to predict what is going to be next in a text because they are considered as successful learners (Brown, 2006). Due to advanced level of the language it is important for the teacher to motivate these adolescent learners to keep on going with the learning language process through guessing games that can use clues from the context, the speaker or the schemata.

2.8 (English) Speaking Skill Development in Colombia

During the past years, Colombia has tried to get better in the English teaching field; for that reason the Ministry of Education (MEN) initiated the Foreign Languages Competencies Development Programme in 2004. In this manner, the aim of this programme is:

"To have citizens who are capable of communicating in English, in order to be able to integrate the country within processes of universal communication, within the global economy and cultural openness, through [the adoption] internationally comparable standards" (As cited in Mejia, 2009).

To achieve this goal, once the students finish the high school education,   it is expected that they reach the B1English level; meanwhile, teachers must at least have a B2 English level (Fandiño, Bérmudez & Lugo, 2012). As a result, the Ministry of Education also proposed the Basic Learning Rights (BLR) for the English teaching. These BLR basically are concerned about "identifying knowledge and key abilities that students need to acquire and develop" (MEN, 2016) the English language both in public and private schools.

However, Colombia is in the light of two years (2019) of seeing the results of the Foreign Languages Competencies Development Programme that did not take into the consideration the fact that: the "access to bilingualism had been the privilege of students in private schools catering for the higher socio-economic strata" (Mejia, 2009). Meanwhile, the issue is, not only that some years ago the English subject was a fortunate happening for some learners, but it also includes the lack of language expertise of some teachers.

Colombian English teachers do not have enough time for planning successful speaking activities; due to, the large classes or the lack of time for assessing "tedious tasks" so, as it was

mentioned at the beginning, the easily way is to train adolescents for having good results in the ICFES test; instead of having adolescent learners to try to use the target language for communicating purposes. The instructor should assess speaking tasks without forgetting that the focus must be on fluency not on accuracy; in that fashion, Brumfit claimed that the fluency is the "natural language use" (as cited in Bohlke, 2014).

To develop speaking skills in adolescent is also important to take into the account the cognitive factors that the English teacher need to keep in mind. For instance, the factors are: the familiarity with the topic, familiarity with the interlocutors (in this case should the adolescent peers) and the processing demanding (Bohlke, 2014). Also, for the aforesaid arguments, the affective factors have a huge impact in adolescents thus, it is necessary to create an environment full of trust and noise free where the teenager learner can have a positive attitude during and after the task; next to, the self-consciousness that is highly affected by the lack of confidence and the peer acceptance (Bohlke, 2014).

Chapter III: Research Methodology

The descriptive research methodology is defined by Nelson and McLellan (2001) as "the type of research question, design, and data analysis that will be applied to a given topic". In this chapter, the methods and instruments used to analyse the information concerned with the effective strategies when instructing listening and speaking to the adolescents in Colombia will be presented; hence, to develop this project a considerable variety of educational journals, thesis and books were investigated taking into the account the 2001-2017 years. This period of time is established to comprehend and identify the most common patters through the different documents; in like manner, to accomplish the goal of this work the research will be divided into four phases.

5.1 Phase 1. Corpus Selection

The very first approach was to search in the available databases. It was useful to use the Antonio Nariño University's linked websites such as the Education source EBSCO and e-libro. Also, I searched on the internet for different Colombian teaching educational journals, (Profile, Ikala, How, Gist, and Colombian Applied Linguistics), international colleges' repositories, (Bġlkent University and Mohamed Khieder University of Biskra), e-books, online articles in Google Scholar and lastly, English teaching books from the Antonio Nariño University. It is important to highlight however, that since the aim of this project is to identify and examine the used strategies and techniques with the adolescent population, there are some articles that present the experience of pre-service teachers and English courses.
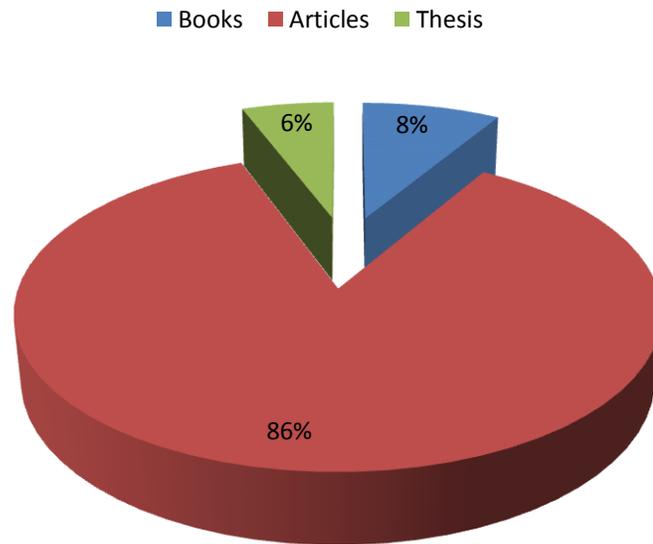
Figure 3: Quantity of texts.

According with the *figure 3*, the 6% represents a number of 2 thesis, the 86% stands for a number of 30 articles, and finally the 8% symbolizes a number of 3 books. During the selection of the corpus, I realised that most of Colombian journals do not publish many articles regarding the English teaching of speaking and listening skills. So, new percentages regarding the found information in the articles can be seen in the *figure 4*.
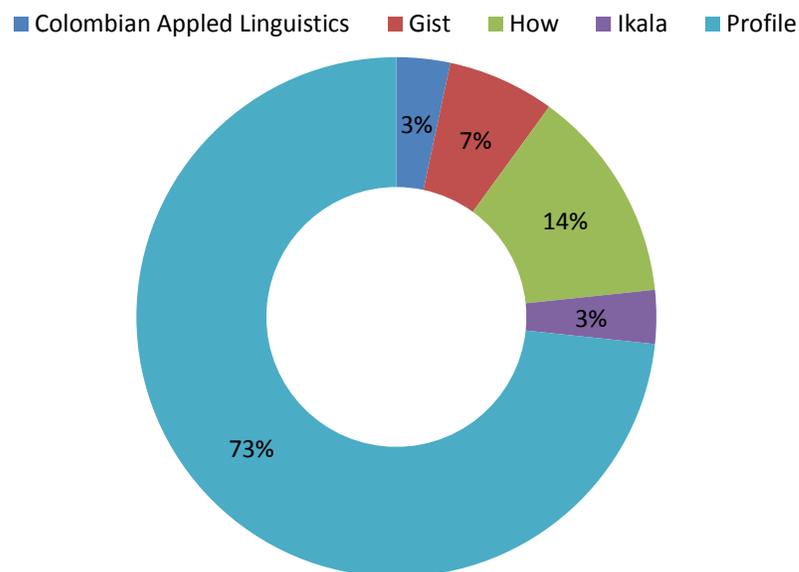
Figure 4: Percentage per journal.

In the *figure 4*, the 73% stands for a number of 22 articles from the Profile Issues in Teachers' Professional Development Journal, the 3% represents 1 article from Ikala Journal and Colombian Applied Linguistics Journal, the 14% symbolises 4 articles from the HOW Journal, and finally the 14% denotes a number of 2 articles from Gist- Education and Learning Research Journal.

5.2 Phase 2. Making Specialised Summary Formats

After the selection of the corpus, I needed to establish certain categories that I found as a common path through the revision of the different thesis, articles and books. That is why; I used the format that the Antonio Nariño University established for making specialised summaries (RAES). In this formats I included information regarding the age of the students, constant issues when teaching speaking and listening skills, how the teachers find a solution, adolescent student's behaviour, classes, number of students, strategies, techniques and methods.

5.3 Phase 3. Data Organisation

Taking into the account the fact that Colombia is about revise what are going to be the results of the Foreign Languages Competencies Development Programme that initiated in 2004, I considered important to organise the articles, thesis, and books that were reviewed in this project by the number of published academic texts per year . In that way, it is going to be possible to suggest what Colombian English teachers can still modify in the language classes with adolescent students; in addition, to propose and create suitable tasks that enhance the development of the speaking and listening skills. On the other hand, the revised texts also suggest from the beginning that there is still a lot of failure in the adolescent class and difficulties with their behaviour; that is why, these are going to be the categories to analyse.

Year of publication	Number of texts per year
2001	2
2003	2
2006	1
2007	1
2008	4
2009	2
2010	2
2012	5
2013	1
2014	5
2015	5
2017	5
Total	35

Table 3. List of Published Academic Texts per Year

Following what is presented in the *table 3*, it is correct to affirm that in the period 2012-2017 the average of research projects that were published and included speaking, listening or teacher's strategies as a topic is 4.
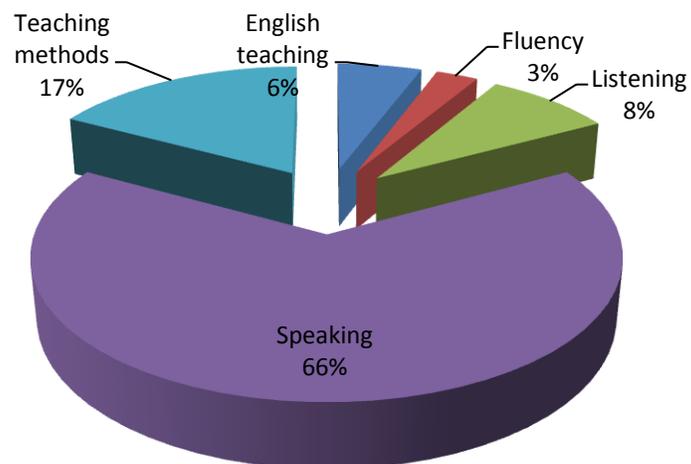
Figure 5: Percentage of topics.

On the other hand, in the *figure 5* the 6% of articles which main topic was English Teaching symbolises a number of 2 articles, the 3% of articles which main topic was fluency denotes a number of 1 article, the 8% of articles which main topic was listening represents a number of 3 articles, the 17% of articles which main topic was teaching methods stands for a number of 6 articles, and finally the 66% of articles which main topic was speaking represents a number of 23 articles.

5.4 Phase 4. Analysis of the Information

As it was mentioned before, through the special revision of the different articles, thesis and books I found that there were always common topics that were mentioned within the diverse academic texts. Thus, in the next chapter relevant information about how to deal with adolescents' behaviour in the language classroom, provide reasons why there is failure in the English language classes and a general view of the speaking and listening abilities in the language classroom.

Chapter IV: Analysis Result

6.1 Failure in the Adolescence Classroom

Sometimes teachers do not pay much attention to what adolescent learners do in the classroom; teachers just focus on the topic they have to cover and that it is a big mistake because teenager learners "need to be connected with adults who value education, especially family members who can model appropriate behaviours and provide home conditions for learning" (Alvarez, 2001). Meanwhile, adolescents are continuously seeking for substitutional models; therefore, these learners need to have a clear affective and emotional balance in the life otherwise, they will present more than one failure. At this point, Colombian English teachers must be aware of specific and difficult situations that their students might be going through because for these pupils the English class is not going to be a priority. In other words, language instructors must integrate effective socio-affective strategies in the classroom that support "effective pedagogical praxis" (as cited in Alvarez, 2001)

Similarly, teachers must accept that adolescent learners do not seem to be interested in anything; it might sound impossible to adults but sometimes that is the reality that some learners face. Alvarez, (2001) stated that "to lead to greater student success" is important to take into consideration avoiding the presentation of repetitive content because it not only tedious but tiring for both students and teachers. Another reason that explains the failure in language class is that "one high school program does not fit the needs of all the students" (Alvarez, 2001) meanwhile that sometimes there is not just fear of express themselves and be judged, but the lack of motivation to learn from students' behalf.

On the other hand, through the revision of the different articles it is possible to affirm that some reasons of failure English classes are: there is some resistance on the students and some teachers to use the English language (Lemos, 2012), lack of fluency and problems with word order, transferences, omissions and pet words (Gutiérrez, 2005), and finally the teacher lacking attractive and appropriate activities to motivate students to express themselves (Prieto, 2007).

6.2 Speaking-Listening Abilities in the Adolescent Classroom

Adolescent learners experience different kinds of anxiety, nervousness, and fear of speaking in the target language, that is why, it is important to create an environment where mistakes are not that important (Prieto, 2007) because learning a language is an entire process that requires teacher attention, motivation and passion. Sometimes adolescent students need more patience when performing oral tasks and when having failure it is important to keep in mind that "adolescents grown through difficulty and learn in strategic ways despite teachers' best and worst efforts in the classroom" (Alvarez, 2001).

Cooperative grouping reduces   the levels of anxiety in the language classroom because it encourage teenagers to be exposed to the target language; hence, there are going to be more chances to "negotiate the abstract concepts and complex language of secondary school classrooms and textbooks" (Harper & Jong, 2004). Then again, "English language learners need explicit opportunities to practice using the new language to negotiate meaning in interactive settings" (Harper & Jong, 2004). Indeed, before finishing each activity the teacher should take the time to assess the development of each activity and provide appropriate feedback. Thus, the fluency of the listener is going to start to be natural little by little (Harper & Jong, 2004).

6.3 Adolescence' Behaviour

Before teaching adolescents, teachers must "consider a wide range of factors when trying to understand and explain the behaviours" of teenagers (Harper & Jong, 2004). These factors include the attitude, personality and motivation to learn. In Colombian classrooms teachers have to try to create cooperative learning activities that include students with different levels of proficiency, classroom organisation and age. Harmer (2001) stated that "teacher's behaviour may itself sometimes be the cause of disruptive events", to prevent problem behaviour with teenagers it is important to bear in mind that teacher can always have good relations with the students.

To keep the interest and enthusiasm of the adolescent, teachers have to prevent what kind of reactions they are going to have according with each selected topic because just the instructor really knows her or his students, meanwhile that the engagement activity to present listening texts must be carefully selected (Harmer, 2001). On the other hand, in case that any behavioural problem could take place during the class, the teacher have to react immediately by trying to talk to the adolescent learner; hence, listening and asking the right questions are the key to move on take actions. These actions should be presented to the teenagers as a result of what they did; the language instructor must bear in mind that adolescents are still having changes in their personalities.

Chapter V: Conclusions

Having the opportunity to review different thesis, articles and books made me realised that there is still too much that Colombian teachers must start to work on if they really want to reach out the goals presented in the Foreign Languages Competencies Development Programme. Moreover, teaching English in Colombia is not about teaching grammar because as a future teacher I want my students to really use the target language not only to communicate, but to learn about new cultures, content subjects and worldwide political, economic, scientific and educational topics.

On the other hand, I found that, even if Colombia has really made big efforts to increase the English language knowledge, there is still a resistance of believing in our teachers. It could be because not all of them have a high proficiency level, but instead of investing a lot of money in foreign teachers, it could be great if they will offer more opportunities to reach out the B2/C1 level with international exams certifications such as: IETLS, TOEFT, TKT etc.

In the same way, when teaching listening and speaking skills it is important to highlight the importance of increasing the affective filter; due to, it will provide opportunities to change the adolescent attitude, motivation, self-esteem and confidence. In fact, the theory of multiple intelligences and learning styles were presented in this document with the aim of provide teachers different options to engage students to the English class, and use them as a tool to decrease adolescent English classes' failure. Finally, teachers' role should be friendly without falling into the common mistake where the instructor is seen as a friend. In other words, teenagers are looking for an identity that will be in fact developed through peers' acceptance and some family member; meanwhile, teachers should be humanistic and academic models but not friends.

Chapter VI: Recommendations

For future research projects, it is necessary to create a considerable variety of teachers' workshops that include material related to the classroom management with adolescents, techniques and strategies that can be used successfully with adolescent learners, taking into account the classroom environment and the socio-affective stage. To have successful language learners teaching of fluency must be over the accuracy, in that sense, speaking and listening tasks are not going to be seen as tedious tasks. Additionally, the need of having more investigators in the English field suggests that some teachers need to get to know different activities and accept that it is a good idea to be observed by colleagues, and propose different lesson plans.

Having the opportunity to know what other English teachers do create opportunities to increase the level of the language learning class, and also give students different options to find the most suitable way to learn, by making classroom observations the teachers' colleague will be able to see those problems that the English teacher do not see because of different aspects, such as classroom management and classroom environment.

1. TITLE	"On Air": Participation in an Online Radio Show to Foster Speaking Confidence. A Cooperative Learning-Based Strategies Study		
AUTHOR	Nubia Consuelo Lemos Tello		
INSTITUTION	Universidad de La Sabana, Colombia	INITIALS	ULS
DATE	April 2012		
PUBLISHER	National University of Colombia	CITY	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS- PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Confidence in Speaking: Due to lack of implementation of the target language in the different classes, confidence has become the biggest difficulty for students to encouragingly use second language in spontaneous conversations, where the different grammar structures and vocabulary are required. *School Radio:* It was a dynamic way to help students get acquainted with the target language. The Radio language was selected by the teacher since she was the one who knew its tools, it is important to mention that when the students had the opportunity to listen to the recordings and storage audio files; it empowered them to correct themselves whilst checking the material. *Cooperative Learning:* When the students could engage in an active	Speaking, anxiety, cooperative learning, radio language, internet radio.

SUMMARY	KEY QUESTIONS
role through different activities, it gave them the opportunity to work on the target language getting each other's help.	

SUMMARY	KEY QUESTIONS
Teaching English in Colombia is not bound to teaching grammar, vocabulary and reading only, teaching English nowadays is about the communicative interaction between people, it means there is a necessity of having students that can speak and listen to make short or long conversations where they can express different points of views. That is how this teacher came up with the idea of starting an online radio show, where twelve eighth graders from a public school joined in. This pedagogical intervention showed that the reason why students do not try to use the English language is because there is some resistance on the teachers and students part. It was easier to keep on going with lessons focused on vocabulary acquisition and reading comprehension rather than working on listening and speaking as the main aim taking into consideration that in the end that is the purpose of any language. In order to obtain more information on the reasons why students did not feel confident, data was collected by means of : surveys, teacher journals, video and audio recordings, it exposed anxiety along with lack of confidence were the reasons why there is a difficulty to express thoughts associated with the fear of negative social judgements in the classroom.	What are the reasons why students cannot perform in oral activities? What are the benefits of using cooperative learning as a strategy to make students assume an active role?

Consequently, anxiety has got some effects where learners are forced to react in certain situations and it limits their participation in the different planned activities, on the other hand if anxiety is handled correctly, the teacher can use it to assist the learning process, providing a comfortable context where students feel confident.	

REFERENCE

Lemos, G. (2012). "On Air": Participation in an Online Radio Show to Foster Speaking Confidence. A Cooperative Learning-Based Strategies Study. *Profile Issues in Teachers' Professional Development, 14* (1), 91- 112.

2. TITLE	"Developing Oral Skills through Communicative and Interactive Tasks"		
AUTHOR	Dorelly Gutiérrez Gutiérrez		
INSTITUTION	District University of Bogota	**INITIALS**	UDB
DATE	August 2005		
PUBLISHER	National University of Colombia	**CITY**	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS- PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	**KEY WORDS**
Communication and Interaction: Human beings have got an inherent urge to communicate and express their feelings and thoughts, in order to take part in discussions and simple social activities where language is	Task Based Learning, oral production, social

	interaction, pronunciation, fluency.
imperative. English learning must develop the speaking skill that enables learners to mingle with others, also is important to highlight that it is a way to negotiate meaning between peers and acquire knowledge through feedback. *Fluency:* Having a class subject to exaggerated use of grammar for long periods of time has unnerved the students to perform their oral activities. In this instance, learners did not use appropriate cohesive devices or linking words. *Task Based Language:* It is an English teaching strategy, in which students are led to communicate and interact by using the foreign language in different real situations. Moreover, in this case the designed tasks were used as the main tools to engage students to use the target language based on topics they were interested in, such a music, films, literature, and stories.	
SUMMARY	**KEY QUESTIONS**
The lack of motivation in the classroom is one of the main ingredients for students in public schools to not strive to speak too much using the foreign language. Even more, it is important to highlight the creation of new activities that embolden them to have free conversations in small groups where different points of view are given and at the same time all the strengths and weaknesses in oral production are unfold.	How can the collaborative work influence the development of different oral tasks?

<table>
<tr>
<td>Simultaneously, as Gutierrez (2012) noted, there was "lack of fluency, problems with word order, sentence structures, transferences, omissions and pet words", common in the entire class, while learners were too strained because they were tired of talking about some trips or memories, there was a certain anxiety from the lack of confidence and fear of not having a proper pronunciation.

Unquestionably, fear and anxiety were corrected during the development of the pedagogical tasks. The teacher provided guidance and looked for solutions in speaking activities, while students practised in work groups and provided feedback to one another.</td>
<td>Why is important to interact and provide feedback during communicative interactions?</td>
</tr>
</table>

REFERENCE

Gutiérrez, D. (2005). Developing Oral Skills through Communicative and Interactive Tasks. *Colombian Applied Linguistics Journal, 6* (1), 85- 98.

3. TITLE	"Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School"		
AUTHOR	Esperanza Vega Cely & William Urrutia León		
INSTITUTION	N/A	**INITIALS**	N/A
DATE	April 2012		
PUBLISHER	National University of Colombia	**CITY**	Bogotá

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Game: Vega and Urrutia (2012) stated that "a game is an activity of sport involving skill, knowledge or chance in which a person follows fixed rules and seeks to win against an opponent". Language games are necessary in the learning process of any language because it adds amusement and allows to have different topics in a regular conversation. *Oral Fluency:* It is the result of knowing a language from its two main skills, receptive and productive skills are established in a total atmosphere of reliance and support.	Speaking, engage, games, oral fluency, fun.
SUMMARY	**KEY QUESTIONS**
It is common in English learners that they are apathetic and feel somehow, inhibited when oral activities are proposed. However, Vega and Urrutia found that games are an excellent way to engage students and encourage them to use the target language since they were attempting to communicate something for the sake of having fun, and here it was when motivation came about. When the students felt motivated they were meant to be themselves without hesitation, there was no more limitation in the classroom and a production stage started to emerge. In the beginning it was hard for	What kind of games can be used in Oral Production activities? How self-confidence is seen in cooperative work?

some students to avoid frustration in the classroom due to shyness.

The games that were chosen by these teachers were: caring and sharing, guessing speculating and story games. These games were seen from different perspectives which include the teacher's' role as facilitator and students' ones as active participants. From the students' point of view, self-confidence started to be important because of the cooperation, the competition spirit and the varied group activities that were addressed by teachers' classroom management.

On the other hand, from the teachers' perspective, the reason for the improvement in speaking participation activities was the direct result of motivation, it made them feel free and confident when trying to make oral performances.

To conclude, Vega and Urrutia recommended that it is important to bear in mind that oral English features such as fluency, pronunciation and intonation must be considered in any planning to improve the speaking skill.

REFERENCE

Urrutia, W. & Vega, E. (2010). Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School. *Profile Issues in Teachers' Professional Development. 12* (1), 11-31.

4. TITLE	Second language listening comprehension: Process and Pedagogy.		
AUTHOR	Christine C.M: Goh		
INSTITUTION	National Geographic learning	**INITIALS**	NGL
DATE	2014		
PUBLISHER	Sherrise Roehr	**CITY**	Boston, MA, USA
BOOK	TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE		

THEORY / CONCEPTUAL ELEMENTS	**KEY WORDS**
Listening skill challenges: A set of complexities a learner faces when developing listening comprehension, such as not having an adequate understanding of what listening entails and how comprehension is achieved, inaccuracies or lacking proper knowledge of the language; its vocabulary, grammar, pronunciation, and idioms that may lead them to fail decoding the actual meaning of what is being perceived, *Listening strategies:* Formulated actions that aim to be a reliable direction by which to lead learners towards a much accurate listening comprehension, these include systems that use their working memory, as well as their cognitive processes, prior knowledge and sociocultural backgrounds *Cognitive processes*: The extent of phases a listener goes through to accurately interpret what they are listening, elementally there are three	Listening comprehension, Phonological patterns, Cognitive processes, Strategies

phases; perception, parsing and utilization	
SUMMARY	**KEY QUESTIONS**
As in any other language skills, the teaching of listening skills has been influenced by a wide array of changes looking for a much better approach, this is how the use of scripted material has been replaced for rather more interactive and natural tasks, furthermore, some strategies are practiced to aid listening skill proficiency and to accomplish this, it is important to understand the different elements it involves J. R. Anderson outlines three overlapping phases; perception, parsing and utilisation, that explain the cognitive processes critical for listening skills. Fundamentally, the sounds that the listeners hear match words they know, soon they are decoded, then they are analysed according to grammar cues to finally get through the utilisation phase, where information gets interpreted, there are two commonly used terms in the information processing literature; Bottom-up processing, which describes the way meaning is build up from the sounds that have been decoded and Top-down processing, which specifies the way meaning is inferred and constructed from the application of prior knowledge. Additionally, a system called the phonological loop, holds verbal information in the working memory for it to be processed by reviving memory traces of the information	What are the chief challenges an English learner faces when mastering listening skills? What are the processes involved in metacognitive abilities?

REFERENCE

Goh, Christine. (2014). Second Language Listening Comprehension: Process and Pedagogy. In M. Celce, D. Brinton, & M. Snow. (Ed.), *Teaching English as a Second or Foreign Language* (pp.72 - 103). Boston, MA: National Geographic Learning.

5. TITLE	"Improving Eleventh Graders' Oral Production in English Class Through Cooperative Learning Strategies"		
AUTHOR	Claudia Yanive Prieto Castillo		
INSTITUTION	National University of Colombia	**INITIALS**	UN
DATE	2007		
PUBLISHER	National University of Colombia	**CITY**	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS- PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Cooperative Learning: Johnson and Johnson stated that it is a successful English strategy in which students work in small groups and there are different understanding levels of the language, it integrates social skills and academic tasks at the same time in order to engage the learners to use the target language. In addition, the author mentioned that there are five necessary factors that must be considered before using this strategy: 1. The activities must be solved in small groups.	Cooperative learning, cooperative work

2. There should be different level of ability. 3. Before starting any activity it is necessary to practise to establish the group's rules. 4. Work on one skill for each stage. 5. In order to provide feedback the teacher has to evaluate students performance. With that been said, the cooperative learning strategy is suitable for teaching English as a foreign language because it obligates learners to see value in group work and communicate more in the target language.	
SUMMARY	**KEY QUESTIONS**
In this case the development of these proposal was done in a private institution where students did not like to work in groups and felt especially uncomfortable speaking in English, besides that there was a lacking from teachers' behalf of planning activities that motivated learners to try to express themselves in the foreign language. For that reason, the cooperative learning strategy that was used in this school created an environment where mistakes were not important and, the attitudes from students got better as a gradual process because the discipline requirements and behavioural rules were given from the beginning by the teacher, who must use in the process of teaching listening and reading skills as a vehicle to develop students' oral production.	Why to make adolescent students work on groups?

On the other hand, the main techniques related with the cooperative learning that the teacher from this school used were: jigsaw, think-pair share, and three step interview which help students to gain meaning from the own context in real communicative situations.

Finally, the teacher always took into the account the student's' interest and needs to plan games based on the aim of make them express themselves. To do this, she motivated them through competition games by focusing on the importance of why to be the best and why to be recognized in the classroom , so they also learnt values like: solidarity, responsibility, team spirit, honesty and self-esteem.

REFERENCE

Prieto, C. (2007). Improving Eleventh Graders' Oral Production in English Class Through Cooperative Learning Strategies. *Profile Issues in Teachers' Professional Development. 8 (1), 75-90.*

6. TITLE	"Overcoming Fear of Speaking English in Through Meaningful Activities as Study with Teenager"		
AUTHOR	Rocio Amparo Buitrago & Ruth Ayala Contreras		
INSTITUTION	N/A	INITIALS	N/A
DATE	2008		
PUBLISHER	National University of Colombia	CITY	Bogotá

JOURNAL	PROFILE ISSUES IN TEACHERS- PROFESSIONAL DEVELOPMENT

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Cooperative learning: According with Nunan (1989) student are not passive participant but active ones responsible of the own learning process. To have a successful result it is necessary to take into the account next factors: 1. Work group for specific goals. 2. Everyone does his or her best to accomplish something. 3. Activities that include face to face interactions with the aim of connect what they are learning with the previous knowledge. 4. Social skills that allow that allow the entire team to avoid internal troubles. 5. The auto-evaluation plays an important role because it allows highlighting what are the advantages and which areas need to be improved inside the group. *Language Anxiety:* This should be understood as a situation where learners are asked to use the second language in social situations; that is why, there is fear of social embarrassment (Jones, 2004).	Cooperative learning, work group, social skills, anxiety and fear.
SUMMARY	**KEY QUESTIONS**

Through the time English learners have the desire of use the target language correctly, the main idea is to be able to speak; hence, to communicate with others.	How can the work group be effective in the English classes?
In this case, the school adopted the meaningful learning because they considered that it was going to be perfect when matching different types of games; thus, allow shy and nervous adolescent learners to interact with other student when attempting to use the target language.	Why is it good to use games in the language classroom?
Using games in the classroom increases the motivation and break monotony. To conclude the project, all the activities were based on project that was developed from the Spanish classes called The Cultural Moment, these included games, sketches, songs, dancing, and poetry which make a better classroom atmosphere.	

REFERENCE

Buitrago, R. & Ayala, R. (2008). Overcoming Fear of Speaking in English through Meaningful Activities: A Study with Teenagers. *Profile Issues in Teachers' Professional Development. 9 (23), 23-46.*

7.TITLE	Effects on Tasks on Spoken Interaction and Motivation in English Language		
AUTHOR	Nubia Patricia Carrero Pérez		
INSTITUTION	Secretary of Education	**INITIALS**	SC
DATE	2016		

PUBLISHER	Gist	CITY	Bogotá
JOURNAL	GIST EDUCATION AND LEARNING RESEARCH JOURNAL.		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Task Based Learning: It is a communicative approach where English is taught as a foreign language. In the same way, the learning process is done by the different tasks that students are exposed to, this tasks came out from real life situations. *Motivation and Communication:* Most of teachers believe that having students to work in group is beneficial for students because it maintain the interest on certain activities. Students seem to be more motivated when they were asked to accomplish challenging but achievable goals.	Task based learning, tasks, motivation, CEFR.

SUMMARY	KEY QUESTIONS
To reach out all the goals in this project, this teacher chose three average students and three low performance students. The idea was to give these students questionnaires until they were able to complete them, if by any chance they would not do it, the teacher will not give them anything else to answer. The questions were based on a scale where the CEFR A2 level is the base; there were three levels of classification: proficient A2 user,	What is the importance of classify students into different level of proficiency?

adequate A2 user, and user is below A2. On the other hand, based on the data analysis the different classroom observations, it is important to highlight that language learners increased their level in a period of ten weeks, that is why during the different task they were able to interact freely and spontaneously in the target language. In general, the work group was addressed to be one where students were able to correct and use the learned vocabulary easily, apart from answering faster without worrying.

REFERENCE

Carrero, N. (2016). Effects of Tasks on Spoken Interaction and Motivation in English Language Learners. *Gist Education and Learning Research Journal. 13 (1), 44-55.*

8. TITLE	High School Students' Affective Reaction to English Speaking Activities		
AUTHOR	Oliver Camilo Jorquera Torres, Jhon Eliot Mendoza Zapata & Claudi Heraldo Díaz Larenas		
INSTITUTION	University of Concepcion	INITIALS	UC
DATE	2017		
PUBLISHER	National University of Colombia	CITY	Santiago de Chile
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		
THEORY / CONCEPTUAL ELEMENTS		**KEY WORDS**	

Affective language: the word affect is related with emotions, moods, feelings and attitude. In other words, the affective and cognitive side are essential for the development of the learning process. It is important to take into the account the fact that emotions are the centre of human life (Oatley and Jekins, 1996)	Affective language, SCS, conceptions.

SUMMARY	**KEY QUESTIONS**
This research was conducted to measure public and semi-public high school students' positive or negative affective reactions. To carry out this study case the teacher divided the speaking activities into two types: individual activity and pair-based speaking activity. The individual activity consisted on a description task while the pair-based activity was a role-play task performed by two students. On the other hand, the SCS which stands for Semantic Differential Scale which is a "type of psychometrically controlled scale designed to measure the connotative meaning of objects, events, concepts, or attitudes" (Jorquera, Mendoza & Díaz, 2017). It showed that both students from both schools in general had a positive conceptions related to the adjectives calm, relaxed and motivated.	Why is important to take into the account the SCS in the English learning process?

REFERENCE

Jorquera, O. Mendoza, J. & Díaz, C. (2017). High School Students' Affective Reaction to English Speaking Activities. *How, (24) 2, 102-120.*

9. TITLE	Adolescent Students' Intercultural Awareness When Using Culture-Based Materials in the English Class		
AUTHOR	Mireya Esther Castañeda Usaquen		
INSTITUTION	Secretary of Education	INITIALS	SC
DATE	2012		
PUBLISHER	National University of Colombia	CITY	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Culture: It is complex, dynamic, and it is influenced by many factors of the human relations. In general, culture can be understood in this case as the way students interpret and understand what happen in the English classes, when trying to expresses their perception of the native culture using the foreign language. *Materials:* They are something that teachers use to make students' learning process easier (Tomlinson, 1998).	Culture, reading, speaking, perception.

SUMMARY	KEY QUESTIONS

	What is the importance of the perception in Culture?
This case study was carried out with a group that had little contact with English, the aim of this was to make adolescents be conscious about culture and identify the perceptions about foreign cultures. Some of the developed activities included readings real situations of a group of people in New York, after that they watched a video about London where they had the opportunity to listen to colloquial and formal expressions in different locations such as cafes, the underground and bookstores. Next, students aimed to be mistreated at home along with a lack of affection in their families; also, some other activities were developed in the different English lessons. In the end, students proposed to make an oral presentation related with fashion, during these presentations the audience was attentive and seemed to be really engage with the activity.	How adolescents can identify the cultural differences?

REFERENCE

Castañeda, M. (2011). Adolescent Students' Intercultural Awareness When Using Culture-Based Materials in the English Class. *Profile Issues in Teachers' Professional Development. (14) 1, 29-48.*

10. TITLE	EFL Teenagers' Social Identity Representation in a Virtual Learning Community on Facebook		
AUTHOR	Laura Verónica Jímenez Guaman		
INSTITUTION	District University of Bogota Francisco José de	**INITIALS**	DU

	Caldas		
DATE	2012		
PUBLISHER	District University of Bogota Francisco José de Caldas	**CITY**	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	**KEY WORDS**
Social Identity: it requires that the members develop social presence in the online community, and the ability to be perceived as a real human being as well treat other the same way (Pallof and Prat, 2007) *Virtual Community:"* It is understood as a functional virtual space in which learners and teachers share common practices and interests (Jimenez, 2012)."	Social identity and virtual community.

SUMMARY	**KEY QUESTIONS**
The aim of this study was to analyse, describe and explore teenage students' social identity representation on Facebook (Jímenez, 2012). Nowadays, internet has created new communication habits that reported that about eighty percent of young people between the ages of twelve to seventeen years old go online frequently (Kasier Family Foundation, 2005). On the other hand, Facebook results to be an easy social network that allows sharing different information with all kind of people around the	

world, this permit that student feel more motivate to participate in a community as well as give opportunities to break up with the traditional class, since everyone has the opportunity to join any of proposed activities if the teacher really take the time to plan activities that make students feel curious about asking their partners.

REFERENCE

Jímenez, L. (2012). EFL Teenagers' Social Identity Representation in a Virtual Learning Community on Facebook, *Profile Issues in Teachers' Professional Development 14 (2), 181-194*.

11. TITLE	Halloween Drama Contest: A Didactic Approach to English Language Teaching in a non-Bilingual School		
AUTHOR	Sandra Camelo, Andrea Sáchez, Milena Yanes		
INSTITUTION	Pontificia Universidad Javeriana	**INITIALS**	PUJ
DATE	2008		
PUBLISHER	Pontificia Universidad Javeriana	**CITY**	Bogotá
JOURNAL	How		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Drama: It should be understood as a tool through human beings express their thoughts and feelings.	Motivation, drama techniques,

	pronunciation, intonation, oral production.
Oral communication: Everyday people have the need of tell the other one something, when adolescent students have the opportunity of communicate effectively with each other.	
SUMMARY	**KEY QUESTIONS**
During a teacher's' practice some issues regarding the ability to communicate and use the language was shown. This is when the author came out with the idea of having a halloween context where the students had the opportunity to interpret six different horror movies. Therefore, one of the main factors to work on was the motivation and the students attitude to assume different roles through the development of the activity. It is important to highlight that besides planning classes to work cooperatively, it was also the author's goal to teach students to work on fluency over the accuracy as well as accept that sometimes it is useful to be corrected by peers. When the preservice teachers tried to make students engage with something different, it was clear from the beginning that the cellphone was going to be a distractor device, that is why the novice teachers created different strategies to engage students to the class since they had six available hours of English in a week, and the different activities should have allowed to increase the proficiency level.	Why is important to use drama in the English classes? Why is it important to use drama techniques in the English classes? How can a Halloween context engage students? What is the importance of motivation?

Camelo, S. Sánchez, A. & Yanes, M. (2008). Halloween Drama Contest: A Didactic Approach to English Language Teaching in a non-Bilingual School, *How 15 (1), 83-105.*

12. TITLE	Songs in the English Class: A Strategy to Encourage Tenth Graders' Oral Production		
AUTHOR	Marlén Cuestas Cifuentes		
INSTITUTION	Colegio Distrital León de Greiff	**INITIALS**	CDLG
DATE	2006		
PUBLISHER	National University of Colombia	**CITY**	Bogota
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	**KEY WORDS**
Oral production development through music: Several authors deem music to play an important role in language learning. Phillips (2003) considers music and rhythm essential parts of language learning for young learners because they enjoy learning and singing.	Oral production, songs, relaxation, cooperation, motivation.
SUMMARY	**KEY QUESTIONS**
English teachers strive on improving their students learning processes and often question whether their classes are interactive enough to encourage their students to learn in a manner that they can gain better	What is the importance of using song in the development of the oral

insight whist following tasks that they can enjoy as it focuses students attention, encourages team unity, involves everyone and allows creative self-expression, furthermore it promotes ways of reinforcing vocabulary and grammar, amongst some of the commonly proposed activities to achieve specific lesson plans we can use: finding the word, song pictures, mixed-up lines, through this project, some favorable factors such as motivation, participation, cooperation, relaxation and self-confidence, therefore making evident that the use of differents activities with songs in English successfully encourages oral production.	production ability?

REFERENCE

Cuestas, M.(2006).Songs in the English Class: A Strategy to Encourage Tenth Graders' Oral Production.*Profile Issues and Teachers' Professional Development 7 (1), 47-57.*

13. TITLE	How Public High School Students Assume Cooperative Roles to Develop Their EFL Speaking Skills		
AUTHOR	Julie Natalie Parra Espinel, Diana Carolina Fonseca Canaría		
INSTITUTION	Universidad Pedagógica y Tecnológica de Colombia	INITIALS	UPTC
DATE	2010		
PUBLISHER	How	CITY	Tunja
JOURNAL	How		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Cooperative Language Learning Method: It is the pedagogical approach in which learners work in groups (Parra and Espinel, 2010). On the other hand, Johnson and Holubec (1993) indicated that it is necessary to take into the account five principles: 1. positive interdependence 2. individual accountability 3. interpersonal and small-group skills 4. Face to face promotive interaction 5. reflection	Cooperative, English, learning, roles, speaking, skills, work

SUMMARY	KEY QUESTIONS
Cooperative work was at the very beginning really hard to work on since the students wanted to choose the classmates they were working with, the idea was to avoid the different activities and leave just one or two students to solve and accomplish every single task. In fact, students were divided into complex levels of language, it started form the easier to the most complex by using the theater performance. As a matter fact the diverse activities proposed by the teachers offered the students to become more tolerant, identify personality traits and	What is the importance of using cooperative work with adolescents?

finally discover the role that each person can have might be good or not depending on the responsibility level. In general, the strategies and support provided by the teacher make the students work better in a cooperatively way that allow to use the foreign language

REFERENCE

Parra, J. & Fonseca, D. (2010).How Public High School Students Assume Cooperative Roles to Develop Their EFL Speaking Skills. *How 17 (1), 31- 56.*

14. TITLE	Speaking Skill Development through the Implementation of Multimedia Projects		
AUTHOR	Letty Hazbleidy Contreras Ospitia, Sandra Milena Charry Garzón and Angela Yicely Castro Garcés		
INSTITUTION	Universidad del Tolima	INITIALS	UT
DATE	2016		
PUBLISHER	N/A	CITY	N/A
JOURNAL	GIST EDUCATION AND LEARNING RESEARCH JOURNAL.		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Multimedia tools: The integration of various systems that changed the nature of sharing and storing information and has got special widespread attention amongst teenagers, podcasting and the aid of	Systems, multimedia tools, information, teenagers.

visual elements have showed to develop language learning on different fields such as listening and speaking with great ease	
SUMMARY	**KEY QUESTIONS**
The aim of this study was to examine the way the implementation of podcasts, videos and PowerPoint projects fosters the speaking skill development in EFL sixth graders. In this action research, data were collected through an initial diagnosis and a final development test, a focus group interview, participant observation and students' artifacts derived from podcast, video and PowerPoint projects. The data were then analyzed in a mixed method approach and results suggested that the majority of students became highly engaged in communicative situations, which allowed them to improve their limited language proficiency.	How can the intonation change the teenagers' attitude?

<table>
<tr><td colspan="2" align="center">REFERENCE</td></tr>
<tr><td colspan="2">Contreras, L. Charry, S. & Castro, A. (2016).Speaking Skill Development through the Implementation of Multimedia Projects. Gist Education and Learning Research Journal, 12 (1), 8-28.</td></tr>
<tr><td>15. TITLE</td><td align="center">How Setting Goals Enhances Learners' Self-Efficacy Beliefs in Listening Comprehension</td></tr>
</table>

AUTHOR	Liliana Ballesteros Muñoz, Silvana Tutistar Jojoa		
INsTITUTION	N/A	**INITIALS**	N/A
DATE	2014		
PUBLISHER	N/A	**CITY**	Bogotá
JOURNAL	HOW, A COLOMBIAN JOURNAL FOR TEACHERS OF ENGLISH		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Self-efficacy: it determined how people feel, think, motivate, and behave (Bandura, 1997) Goal setting: There is a variety of thinking and reflective processes that can be divided into five elements 1. Preparing and planning for learning 2. Selecting and using learning strategies 3. Monitoring strategy use 4. Orchestrating various strategies 5. Evaluating strategy use and learning (Anderson. 2002)	Self-efficacy, motivation, strategy

SUMMARY	KEY QUESTIONS
Listening aims to be the most important ability when learning a	How important is to establish goals for the

language because it provides the necessary opportunities to understand and take part in a conversation. For the aforesaid reasons, there was a need to understand what was being said by the teachers and some classmates. The first activity include a song as a way to activate the listening comprehension, and after that each listening activity had specific purposes such as listening for total understanding, listening for main ideas, listening for specific information etc. At the same time the applied strategies included representing sounds, scanning and skimming. By the end of the project, both grades showed that were able to set out smart goals based on previous experiences that increased the way students were performing some tasks; additionally, students' also got better.	English learners?

REFERENCES

Muñoz, L. & Tutistar, S. (2014). How Setting Goals Enhances Learners' Self-Efficacy Beliefs in Listening Comprehension. *How 21 (1), 42-61.*

16. TITLE	How Teachers' Attitudes and Methodologies Affect Students' Self-esteem as Regards Learning the English Language		
AUTHOR	Luz Brigith Sarmiento Pérez & Adriana Sanabria Herrera		
INSTITUTION	National University of Colombia	**INITIALS**	NUC

DATE	2008		
PUBLISHER	National University of Colombia	CITY	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Self-esteem: is derived from the feelings a person has about his own image and people's reactions towards him. Attitudes: the individual's prevailing tendency to respond favourably or unfavourably to an object (person or group of people, institutions or events). *Adolescence:* It is the transitional period between childhood and adulthood. On the other hand, it is a stage of not only physical changes but also of cognitive maturity and personal and social adjustment.	Educators-High School Teaching, Methodology- Evaluation, English- Teaching-Methods
SUMMARY	**KEY QUESTIONS**
A research project was conducted in a public high school in Bogotá, Colombia, with forty high school students of eighth grade. The main purpose of this research was to study teachers' attitudes towards students and methodologies and to assess which of them may affect their students' development, performance, academic self esteem and, as a consequence, their motivation. Some recommendations were	What is the importance of the affective filter when teaching adolescents?

suggested in order to increase the adolescent students' motivation and self-esteem and for teachers to assess their attitudes. We observed that the need for affection is an important characteristic for an adequate atmosphere that avoids social distance and facilitates learners' acquisition of new knowledge.

REFERENCE

Sarmiento, B. & Sanabria, A.(2011) How Teachers' Attitudes and Methodologies Affect Students' Self-esteem as Regards Learning the English Language. *Profile Issues and Teachers' Professional Development 8 (1), 82 - 89.*

17. TITLE	Implementing task-based language teaching to integrate language skills in an efl program at a Colombian university		
AUTHOR	Eulices Córdoba Zúñiga		
INSTITUTION	Universidad de la Amazonia	**INITIALS**	UA
DATE	2016		
PUBLISHER	National University of Colombia	**CITY**	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Task-Based Language Teaching: tblt provides opportunities to experience spoken, reading, listening, and written language through	Integration, language skills, task and

	communicative competence, task-based language teaching.
meaningful class assignments that involve learners in practical and functional use of l2. *Tasks in Language Learning:* tasks are viewed as important components to help develop proficiency and to facilitate the learning of a second or foreign language by increasing learners' activity in the classroom.	
SUMMARY	**KEY QUESTIONS**
It reports the findings of a qualitative research study conducted with six first semester students of an English as a foreign language program in a public university in Colombia. The aim of the study was to implement task-based language teaching as a way to integrate language skills and help learners to improve their communicative competence in English. The results suggest that the implementation of task-based language teaching facilitated the integration of the four skills in the English as a foreign language context. Furthermore, tasks were meaningful and integrated different reading, writing, listening, and speaking exercises that enhanced students' communicative competences and interaction. It can be concluded that task-based language teaching is a good approach to be used in the promotion of skills integration and language competences.	Is the TBL suitable to use with adolescents in the language classroom?

<div align="center">

REFERENCE

</div>

Córdoba, E. (2016). Implementing task-based language teaching to integrate language skills in an efl program at a Colombian university. *Profile Issues in Teachers' Professional Development, 18(2), 13-27.*

18. TITLE	Improving language learning strategies and performance of pre-service language teachers through a CALLA-TBLT model		
AUTHOR	Maria Eugenia Guapacha Chamorro & Luis Humberto Benavidez Paz		
INSTITUTION	Universidad del Valle	**INITIALS**	UDV
DATE	2017		
PUBLISHER	National University of Colombia	**CITY**	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Language Learning Strategies: They are understood as the set of specific, systematic, and deliberate actions and thoughts that enhance learners' performance and make their learning more effective through varied language learning tasks. *Taxonomies of Language Learning Strategies*: Although a broad number of lls have been proposed, language learners choose the strategies that fit their age, gender, cultural background, personality, proficiency, language learning needs and interests, and learning styles	Learning strategies, task-based language teaching, tertiary education.

SUMMARY	KEY QUESTIONS
It reports an action-research study on language learning strategies in tertiary education at a Colombian university. The study aimed at improving the English language performance and language learning strategies use of 33 first-year pre-service language teachers by combining elements from two models: the cognitive academic language learning approach and task-based language teaching. Data were gathered through surveys, a focus group, students' and teachers' journals, language tests, and documentary analysis. Results evidenced that the students improved in speaking, writing, grammar, vocabulary and in their language learning strategies repertoire. As a conclusion, explicit strategy instruction in the proposed model resulted in a proper combination to improve learners' language learning strategies and performance.	Why is important to make researches during the pre-service teacher period?

REFERENCE

Chamorro, G. & Benavidez, L. (2017). Improving language learning strategies and performance of pre-service language teachers through a CALLA-TBLT model. *Profile Issues in Teachers' Professional Development, 19(2), 101-120*

19. TITLE	Increasing EFL Learners' Oral Production at a Public School Through Project-Based Learning
AUTHOR	Ady Marcela Vaca Torres & Luis Fernando Gómez Rodríguez

INSTITUTION	Universidad Pedagógica Nacional de Colombia	INITIALS	UPN
DATE	2017		
PUBLISHER	National University of Colombia	CITY	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Project-Based Learning: It is a constructivist instructional method that supports students' learning process through group work and social interaction in order to solve problems. *Communicative Language Teaching:* It is an approach that aims at helping learners develop communicative competence: the ability of "classroom language learners to participate in the negotiation of meaning" and "the need for learners to have the experience of communication".	Communicative competence, English as a foreign language learning, project-based learning, speaking skill.

SUMMARY	KEY QUESTIONS
This research study examined how a group of ninth graders enhanced the speaking skill in English as a foreign language classroom through project-based learning. Data about the experience were collected through field notes, transcripts of learners' oral performance, and one interview. Grounded theory was implemented for data analysis, out of	Is it possible that the CLT make students feel needed of using the foreign language in the language classroom?n

which three main findings emerged: (1) project-based learning encouraged students to increase oral production through lexical competence development, (2) helped them to overcome fears of speaking in l2, and (3), increased their interest in learning about their school life and community.

REFERENCE

Vaca, M. & Góme, F. (2017). Increasing efl learners' oral production at a public school through project-based learning. P*rofile Issues in Teachers' Professional Development, 19(2), 57-71.*

20. TITLE	My Experience Teaching English to Young Learners and Teenagers		
AUTHOR	Rocío Mahecha Sánchez		
INSTITUTION	N/A	**INITIALS**	N/A
DATE	2003		
PUBLISHER	National University of Colombia	**CITY**	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Teaching at Primary School: This teacher had the very first experience in a primary school, at that time she did not feel ready at all but after eight months she realised she learnt a lot. *Teaching at High School:* At this level the teacher was ready to do	English-Teaching, Children Second Adolescents Teaching-Primary

different activities according with her students interests and feelings.	School, Teaching-High School
SUMMARY	**KEY QUESTIONS**
In spite of the harsh environment teachers from the official sector have had to work in, teaching English to children and young learners is a challenging, demanding, hard, but pleasant activity. In this case the English teacher started to have classroom experiences in a primary school, where students did not use to have English classes so the expectations she had were so high and did not considered the fact that they were missing a lot of what could be called basic knowledge. She spent there around eight months, and then went to work to a high school where she had to face different learning needs and the planning for the classes were really different because she wanted the students to be able to communicate with others and use the target language in real communicative situations.	How different is to teach young learners versus adolescents?
REFERENCE	
Mahecha, R. (2003). My Experience Teaching English to Young Learners and Teenagers. P*rofile Issues in Teachers' Professional Development, 19(2), 95- 99.*	

21. TITLE	Promoting Oral Production through the Task-Based Learning Approach: A Study in a Public Secondary School in Colombia		
AUTHOR	Mireya Peña & Amparo Onatra		
INSTITUTION	Francisco de Paula Santander School	INITIALS	
DATE	2009		
PUBLISHER	National University of Colombia	CITY	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
The Oral Skill: It involves speaking and listening as a two-way process where responding is expected. *Transactional and Interactional Skills in Oral Communication*: they are related to skills in taking short and long speaking turns; skills in the management of interaction; skills in negotiating meaning and conversational listening skills. T*ask-Based Learning:* In this approach the basic and initial point of organization is the task. Class work is arranged as a sequence of tasks and it is the task that generates the language to be used	Oral interaction, Task-Based Learning (tbl)

SUMMARY	KEY QUESTIONS
Spoken language is used less confidently by learners in the English as a foreign language (efl) classroom in secondary schools, and this has become a challenge for most teachers. This article describes an action	How to plan activities based on TBL that can successfully orientate the

research experience carried out at Francisco de Paula Santander, a public school in Bogotá, in 2004. The study was developed with a sample of learners belonging to four groups of seventh graders along nine months. Data were collected by means of audio recordings, field notes and proformas. The results of the study let us analyze the different demands of transactional and interactional activities among novice efl speakers. They can also be considered an attempt to understand the implications of such activities within the framework of the Task-Based Learning approach presented by Willis (1996).	oral interaction?

REFERENCE

Peña, M. & Onatra, A. (2009). Promoting Oral Production through the Task-Based Learning Approach: A Study in a Public Secondary School in Colombia.P*rofile Issues in Teachers' Professional Development, 11 (2), 11-26.*

22. TITLE	Understanding the Role of Teaching Materials in a Beginners' Level English as a Foreign Language Course: A Case Study		
AUTHOR	Elio Jesús Cruz Rondón & Leidy Fernanda Velasco Vera		
INSTITUTION	Universidad de Pamplona	**INITIALS**	UDP
DATE	2016		
PUBLISHER	National University of Colombia	**CITY**	Bogotá

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Ice breakers: Most of teachers believe that having students to work in group is beneficial for students because it maintain the interest on certain activities. Students seem to be more motivated when they were asked to accomplish challenging but achievable goals.	Alternative material, beginners, course book, English as a foreign language, teaching materials

SUMMARY	KEY QUESTIONS
Learning a foreign language may be a challenge for most people due to differences in the form and structure between one's mother tongue and a new one. However, there are some tools that facilitate the teaching and learning of a foreign language, for instance, new applications for digital devices, video blogs, educational platforms, and teaching materials. Therefore, this case study aims at understanding the role of teaching materials among beginners' level students learning English as a foreign language. After conducting five non-participant classroom observations and nine semi-structured interviews, we found that the way the teacher implemented a pedagogical intervention by integrating the four language skills, promoting interactive learning through the use of online resources, and using the course book led to a global English teaching and learning process.	What kind of teachers materials can be successfully used with adolescents?

Cruz , E.& Velasco, F. (2016). Understanding the Role of Teaching Materials in a Beginners' Level English as a foreign language course: A case study. Profile Issues in Teachers' Professional Development, 18(2), 125-137.

23. TITLE	Using Songs to Encourage Sixth Graders to Develop English Speaking Skills		
AUTHOR	Mónica Duarte Romero, Luz Mery Tinjacá Bernal & Marilú Carrero Olivares		
INSTITUTION	Álvaro Gómez Hurtado School	**INITIALS**	N/A
DATE	2012		
PUBLISHER	National University of Colombia	**CITY**	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	**KEY WORDS**
Speaking strategies: Formulated actions that aim to be a reliable direction by which to lead learners towards a much accurate listening comprehension, these include systems that use their working memory, as well as their cognitive processes, prior knowledge and sociocultural backgrounds	Promoting confidence, speaking skills, using songs.
SUMMARY	**KEY QUESTIONS**

It contains the procedures and findings of an investigation carried out by a team of teachers with the purpose of motivating students to speak English. We observed students' lack confidence to talk and that they had little motivation toward learning English. Thus, songs were used as a main resource in conjunction with different kind of activities giving students the opportunity to learn in a fun way during their first years of learning a foreign language. Consequently, it has been found that learners could pronounce many words freely and accurately in a non-threatening environment. Students acquired new vocabulary and, the most important aspect, they were motivated to learn English.	How can the English teacher promote confidence when trying to use songs as a source when attempting to speak?

REFERENCE

Duarte, M. Tinjica, L. & Carrero, L. (2011). Using Songs to Encourage Sixth Graders to Develop English Speaking Skills. Profile Issues in Teachers' Professional Development, 14(1),11-28.

24. TITLE	Strategies Instruction to Improve the Preparation for English Oral Exams		
AUTHOR	José Vicente Abad & Paula Andrea Alzate		
INSTITUTION	Fundación Universitaria Luis Amigó	**INITIALS**	FULA
DATE	2016		
PUBLISHER	National University of Colombia	**CITY**	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Types and Forms of Evaluation: first off evaluation is a broad term that encompasses the application of different means and procedures to judge student achievement, whereas assessment involves the continuous collection of information about students' learning. On the other hand, testing is a mechanism used to measure students' level of achievement. *Language Learning Strategies*;: Defined as behaviors, actions, steps, or techniques that students intentionally use to regulate their emotional disposition towards learning and to select, acquire, organize, integrate, and retrieve linguistic knowledge.	Evaluation, assessment, testing, strategies, behaviors, linguistic knowledge
SUMMARY	**KEY QUESTIONS**
It presents the findings of a research study that assessed the impact of strategies instruction on students' preparation for and performance in oral exams. It determines that upon the aid of cognitive strategies, learners manipulate information in to better facilitate its learning. Thus, cognitive strategies are directly tied to the specific tasks learners want to complete and to the learning objectives they want to achieve. There are general skill-related strategies, such as vocabulary, grammar, or translation strategies, which cut across the different skills. Discussing the use of strategies to prepare for English oral exams, the study suggests that the clearer the instruction provided by the teachers is, the	What are some of the strategies that aim correct preparation for English oral exams

less frequent the students will need to use them for additional clarification, however, instructional variations derived from teachers' focus on specific aspects of the evaluation also affect students' strategy use.

REFERENCE

Abad, J. & Alzate, P. (2016). Strategies instruction to improve the preparation for English oral exams. Profile Issues in Teachers' Professional Development, 18(1), 129-147

25. TITLE	Students' Language Skills Development Through Short Stories		
AUTHOR	Gladis Leonor Arias Rodríguez		
INSTITUTION	N/A	**INITIALS**	N/A
DATE	2016		
PUBLISHER	Universidad Santo Tomás	**CITY**	Tunja
JOURNAL	ÍKALA		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
English teaching and literature: it shows students a different and fantastic world full of new experiences, adventures, places, characters, fantasy, knowledge, and universal topics that encourage them in reading, setting up horizons of possibility, enabling students to	Literature, teaching, short stories, language skills

question, interpret, connect, and explore. Also, it provides quality models of language for developing language skills with complete material that can contribute as an approach to entailing the process of teaching and learning a foreign language. Short stories: The language used in this literature is commonly understandable for students and facilitates their engagement in reading, when students are immersed in a story, language is seen as a natural process through which they can identify the functions of words in the sentences source for teaching both speaking and listening whilst contriving oral reading, dramatization, improvisation, role-playing, reenactment, and discussion, focussing on more effective learning methods.	

SUMMARY	**KEY QUESTIONS**
It describes literature as a device to ease up difficulties to develop language skills, particularly with the aid of short stories interesting to use as material for personal enjoyment, and also help students achieve better mastery in the language acquisition, it is also a powerful and motivating source for teaching both speaking and listening through some areas such as Mechanics, which involve grammar, pronunciation, and vocabulary, the use of the right words in the right order and with correct pronunciation, functions related to transaction and interaction and how clearly and precisely the message is given in good	How can literature aid in the process of language acquisition? How can short stories gain students' interest and improve their motivation when practicing the english

communication. as well as social and cultural rules, which involve turn taking and the length of pauses between speakers, as well as the role and relationship between the speaker and the listener. In addition,t through listening and reading, students can internalize structure and pronunciation at the same time. Likewise, listening exercises help students to develop their aural comprehension, which is essential to communication. When students are faced with an English text, one of the principal obstacles is the student's' lack of vocabulary, that is why it is so critical that a proper practice is carried out to help students have better insight on the words and content expected for them to find. To conclude short stories were a language model for students to understand the function of the language and improve grammar use, cohesion, and coherence, The acquisition of new vocabulary and expressions strengthened students' communication, and empowered them to feel greater self-confidence, especially during the oral interventions.	language?

REFERENCE

Arias, G. (2016). Students' Language Skills Development Through Short Stories.Íkala 22 (1), 103-118.

26. TITLE	Student-Teachers' Teaching Techniques: Actors in Pupils' Extrinsic Motivation as They Speak

AUTHOR	Leidy Tatiana Báez Dueñas & Leidy Marcela Chacón Vargas		
INSTITUTION	Universidad Pedagógica y Tecnológica de Colombia	INITIALS	UPTC
DATE	2013		
PUBLISHER	National University of Colombia	CITY	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Pre-service teaching: The stage where beginning teachers obtain substantial on-campus coursework that they expect to transfer directly to the in-school practical setting where they begin to act as a teacher (Schön, 1991) *Teaching techniques:* The implementation of activities that teachers carry out in their classroom with their students.	Development of speaking skill, EFL student-teachers, extrinsic motivation, teaching techniques in EFL.

SUMMARY	KEY QUESTIONS
The research project that was by the teachers had the aim to study the role of student-teachers'teaching techniques as regards their pupils' extrinsic motivation as they partake in communicative speaking activities at a public school in Tunja, Colombia. Data were gathered by means of field notes, focus groups and student-teachers' documents.	How to include the intrinsic motivation in the English classroom?

Findings revealed that student-teachers assume different roles regarding their teaching techniques depending on the stage of the class (presentation, practice, and production). The techniques, at the same time, constitute the nature of these roles. Explorers, keepers, and producers were the main roles that participants assumed when they involved their students in communicative speaking activities.

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REFERENCE

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Báez, L. & Chacón, L. (2013). Student-Teachers' Teaching Techniques: Actors in Pupils' Extrinsic Motivation as They Speak. Profile Issues in Teachers' Professional Development, 15 (2), 69 - 84.

27. TITLE	The Feasibility of Assessing Teenagers' Oral English Language Performance with a Rubric		
AUTHOR	Diana Pineda		
INSTITUTION	Universidad de Antioquia	**INITIALS**	UDM
DATE	2013		
PUBLISHER	National University of Colombia	**CITY**	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Assessment: it is meant to be formative, summative, and alternative. It	Alternative assessment,

is formative because we evaluate students in different ways and give them feedback to contribute to their learning processes. It is summative because administratively, we have to choose certain moments to check whether students have accomplished the goals proposed and have passed or failed an assessment task.	oral performance, practicality, rubrics, teaching English to teenagers.
SUMMARY	**KEY QUESTIONS**
The article reports the experience of a study group in a public university in Colombia, formed mostly by academic coordinators who worked in the design of assessment rubrics. Its focus is on the experience of the academic coordinator of the English program for teenagers, who concentrated on implementing the rubric to assess the students' oral performance. The data collection instruments used were the rubric and interviews with the teachers and students. The results are related to the impact of the assessment rubrics on the program's teachers regarding practicality.	Are there any other alternatives to asses oral presentations beside the rubrics?

REFERENCE

Pineda, D. (2013). The Feasibility of Assessing Teenagers' Oral English Language Performance with a Rubric. Profile Issues in Teachers' Professional Development, 16(1), 181-198.

28. TITLE	The Impact of Authentic Materials and Tasks on Students' Communicative Competence at a Colombian Language School		
AUTHOR	César Augusto Castillo Losada1, Edgar Alirio Insuasty & María Fernanda Jaime Osorio		
INSTITUTION	Universidad Surcolombiana	INITIALS	US
DATE	2017		
PUBLISHER	National University of Colombia	CITY	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Communicative Competence: It is described as the knowledge of language components and as the acquisition or performance of two types of abilities, that is, organizational competence and pragmatic competence. *The organizational competence*: It is concerned with the ability to control the structure of language (grammatical competence) along with the knowledge of the conventions for joining utterances to form a text, according to rules of cohesion and rhetorical organization (textual competence). *Pragmatic competence*: Refers to the ability to control the functional features of language (illocutionary competence) and the sensitivity to the conventions of language use in context (sociolinguistic competence).	Authenticity, authentic materials, authentic tasks, communicative competence, pedagogical project.

SUMMARY	KEY QUESTIONS
It reports on a study carried out in a foreign language school at a Colombian public university. Its main purpose was to analyze the extent to which the use of authentic materials and tasks contributes to the enhancement of the communicative competence on an a2 level English course. A mixed study composed of a quasi-experimental and a descriptive-qualitative research design was implemented by means of a pre-test, a post-test, observations, semi-structured interviews, surveys, and diaries. The findings showed that the use of authentic materials and tasks, within the framework of a pedagogical project, had an impact on students' communicative competence progress and on the teaching practices of the experimental group teacher.	What is the importance of using authentic material in the language classroom with adolescents?

REFERENCE

Castillo, A. Insuasty, A. & Jaime, M. (2017). The impact of authentic materials and tasks on students' communicative competence at a Colombian language school. *Profile Issues in Teachers' Professional Development, 19(1), 89-104.*

29. TITLE	The Role of Music in Young Learners' Oral Production in English		
AUTHOR	Daniel Fernando Pérez Niño		
INSTITUTION	National University of Colombia	**INITIALS**	NUC
DATE	2010		

PUBLISHER	National University of Colombia	CITY	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Music as an Alternative Method: Music is a subject that has been used in this field as a teaching tool for many years. It has been demonstrated that music is a trigger that improves academic skills such as vocabulary and grammar, and also develops linguistic abilities (Pérez, 2010) *Young Learners:* The ranges in age from 11/12 to 17/18. This is a stage in which it is difficult to say whether the person is a child or an adult. According to Laza (2005), there are some physical changes that affect not only students' learning, but also their personality.	Music in English learning, teaching young learners, oral production

SUMMARY	KEY QUESTIONS
The article reports on a study conducted at Universidad Nacional de Colombia in the foreign language extension courses. The author shows how young learners who study English in this program can develop their oral production by making and listening to music. The study took place in the first semester of 2009 and followed the qualitative and descriptive approaches to classroom research. The author describes how young learners view music as a ludic tool that will improve their oral performance and how the activities. Teaching a foreign language is not just about teaching structures; this is only one step of a big process.	Why can music be useful for young learners when learning oral English skills?

Instructors have to create real language use for their students by taking

into account the context in which they are involved.

1. Kind of music that students will listen to.

2. Activities to develop

3. Reactions

4. alternatives like music encourage and reinforce the speaking
   ability

REFERENCE

Pérez, D. (2010). The Role of Music in Young Learners' Oral Production in English. *Profile Issues in Teachers' Professional Development, 12 (1), 141-157.*

30. TITLE	The role of reflection during the first teaching experience of foreign language pre-service teachers: an exploratory-case study		
AUTHOR	Gabriel Eduardo Cote Parra		
INSTITUTION	N/A	**INITIALS**	N/A
DATE	2012		
PUBLISHER	N/A	**CITY**	Bogotá
JOURNAL	COLOMBIAN APPLIED LINGUISTICS JOURNAL		
THEORY / CONCEPTUAL ELEMENTS		**KEY WORDS**	

Reflection: Involves a state of doubt, hesitation, perplexity, mental difficulty in which thinking originates and an act of searching, hunting and inquiring to find material that will resolve the doubt and settle and dispose of the perplexity (Dewey, 1993)	Reflection, teaching practice

SUMMARY	KEY QUESTIONS
The research study provided Foreign Language pre-service teachers and teacher educators at the foreign languages program at a public university in Colombia with an opportunity to begin to get a better understanding of the reflection process of pre-service teachers. This exploratory case study was carried out with the purpose of providing participants and teacher educators with an opportunity to begin to get a better understanding on the reflection process of pre-service teachers who are engaged in their first teaching experience. This exploratory case study was carried out in the classrooms of four educational institutions: two public high schools, one private primary school and one public university located in a northern town in Colombia. As a conclusion, it is correct affirm that the fact of being a pre-service teacher helped to redirect certain actions in the classrooms or to implement necessary changes aimed at improving their teaching.	Which activities must prepare pre-service teachers to increase the language knowledge in communicative situations?

REFERENCE

Cote, G.(2012).The role of reflection during the first teaching experience of foreign language pre-service teachers: an exploratory-case study. *Colombian Applied Linguistics Journal 14 (2), 24-34.*

31. TITLE	The Role of Warming Up Activities in Adolescent Students' Involvement during the English Class		
AUTHOR	Rosalba Velandia		
INSTITUTION	Porfirio Barba Jacob School	**INITIALS**	PBJS
DATE	2008		
PUBLISHER	National University of Colombia	**CITY**	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Motivation and Warm up Activities: Warming up activities can foster motivation and this is, in turn, an essential component when planning warming up activities *Warming up and Attention:* warm up activities are designed to attract students' attention, to help them put aside distracting thoughts, and to get them ready to focus individually and as groups on whatever activities that follow	Warming up activities, students' attention, students' participation

SUMMARY	KEY QUESTIONS
The main objective was to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to observe how possible it was to engage them in the steps that followed. The teachers sought to explore students' involvement in the English class while we tried to motivate them through appropriate warm ups. The used tools to collect the data were journals, students' surveys and field notes to collect data. The analysis of information collected showed us that the use of warm up activities increases students' attention and helps us link the processes of the class.

Learning English highly depends on pupils' positive attitude toward the class. Consequently, learning must be stimulating and enjoyable through breaking what might cause monotony in this process and strengthening what makes tasks more interesting, as well as what increases students' involvement. The use of warming up activities implies features as the ones previously described in order to get students' attention, to make them interested in what is going on, to focus on language items and to increase learners' expectations by consciously arranging the conditions in a way that they put the learner in a more positive or optimistic mood. | How can an English teacher engage students through motivation activitites? |

REFERENCE

Velandia, R. (2008).The Role of Warming Up Activities in Adolescent Students' Involvement during the English Class. *Profile Issues in Teachers' Professional Development, 10 (1), 9-26.*

32. TITLE	Adolescent Students' Intercultural Awareness When Using Culture-Based Materials in the English Class		
AUTHOR	Mireya Esther Castañeda Usaquén		
INSTITUTION	N/A	**INITIALS**	N/A
DATE	2012		
PUBLISHER	National University of Colombia	**CITY**	Bogotá
JOURNAL	PROFILE ISSUES IN TEACHERS' PROFESSIONAL DEVELOPMENT		

THEORY / CONCEPTUAL ELEMENTS	**KEY WORDS**
Culture: Many authors agreed that culture is influenced by many factors, meanwhile; it is dynamic and complex and it is the centre of human relationships. In this case, culture is understood as the way the students understand what happens in every English class, they assumptions are based on their perceptions about what it is their native culture and foreign cultures. *Materials:* Cortazzi and Jin (1999) mentioned that there are three groups of materials based on cultural information. The first one, it is the source cultural materials that expresses the learners' own culture information. The second one, it is the target cultural materials which	Culture, knowledge, language, resources, large classes,

SUMMARY	KEY QUESTIONS
explores into foreign cultures and lastly, the international target culture which uses information from different countries.	

SUMMARY	KEY QUESTIONS
This teacher came up with the idea of improving the English level of a class by implementing lessons where the culture was the base to do so; as a result students became aware of the importance of people's beliefs. The first step involved the students, they had to find the similarities in both cultures, and in this case how students are taught in semi-rural state school and theirs. In order to engage students, the first activity proposed included reading about certain group of people with a specific situation in New York; at this point the intention was to include the concept of social identity and social groups. Then, students watched a video about people in London, these people where in different locations such as bookstores, coffees, restaurants and they were using formal and colloquial expressions. Finally, learners understood that behaviour and beliefs are at some point related with their own culture according with certain situations, they learnt that by watching a TV show.	How important is the culture when learning English? Which activities can be different when teaching adolescents about a foreign culture?

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48.			
33. TITLE	Developing the Students' Speaking Skill through Communicative Language Teaching		
AUTHOR	Mennaai Sanaa		
INSTITUTION	N/A	**INITIALS**	N/A
DATE	2013		
PUBLISHER	Mohamed Khieder Biskra University		
JOURNAL	N/A		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Communicative Language Teaching (CLT): The main principle of this approach "emphasis learning to communicate as opposed to the traditional approaches which focus on a learning set of grammatical rules and structures" (Sanaa, 2013)	Speaking, understanding, traditional methods.

SUMMARY	KEY QUESTIONS
According with the author he mentioned that during his teaching experience, he realised some students were having a hard time by trying to learn the English language, that is why his work was developed by using the communicative language teaching approach (CLT). The main focus on his work was to teach the speaking skill leaving aside the fact that some teachers use traditional teaching as the	

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main focus, that is to say that it is necessary to follow the grammatical settings.

To carry out his research he implemented two questioners, one for teachers and the other one for second year students at the Department of English at University of Biskra. Speaking should be the focus of the teaching experience because it provides opportunities to interact with other, share opinions and perceptions.

Finally, the author concluded that activities such as using recordings, using live listening, drilling and chants, and milling activities allow students to be aware of the target language while trying to use it according with the knowledge of their culture, that is to say the ability to communicate with others.

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Sanaa, M. (2013). *Developing the Students' Speaking Skill through Communicative Language Teaching* (Undergraduate Thesis). Mohamed Khieder Biskra University, Biskra, Argelia.

34. TITLE	The Effect of Socio-Affective Language Learning Strategies and Emotional Intelligence Training on English as a Foreign Language (EFL) Learners" Foreign Language Anxiety in Speaking Classes		
AUTHOR	Fatma Gürman-Kahraman		
INSTITUTION	N/A	**INITIALS**	N/A

DATE	2013		
PUBLISHER	Bilkent University	CITY	Ankara
JOURNAL	N/A		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Language Learning Strategies (LLS): "Thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (O'Malley and Chamot, 1990)	Socio-affective, emotional intelligence, learning, anxiety.

SUMMARY	KEY QUESTIONS
A group of fifty students took two questionnaries, the first one was "Foreign Language Classroom Anxiety Scale" and then the "Socio-Affective Strategy Inventory of Language Learning". Both of these tests served to see what was the level of anxiety of every single student. A lot of different activities were used to increase the language knowledge, some of them seemed to be unattractive while other make students feel more confident, the levels of anxiety was lower. One of the activities that learners enjoyed the most was the Receive Compliments which helped them with the interpersonal relationship, also; the teacher realised that having students to use cooperative learning through the different activities was a successful strategy,	What is the main objective when lowering the learners' anxiety? What is the role of the socio-affective strategies when teaching English?

because it reduced the stress in the classroom, the environment was better.

The levels of anxiety increase when pupils have to perform in font of teachers and peers; that is why there is a speaking deficiency in the classroom. On the other hand, some effective strategies that can be used to lower the anxiety are: deep breathing and meditation, using music and using laughter.

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35. TITLE	Fluency-Oriented Second Language Teaching		
AUTHOR	Anne Lazaraton		
INSTITUTION	N/A	INITIALS	N/A
DATE	2014		
PUBLISHER	National Geographic Learning	CITY	Boston
JOURNAL	N/A		

THEORY / CONCEPTUAL ELEMENTS	KEY WORDS
Fluency/accuracy: According with Brown (2007) "issue often boils down to the extent to which our techniques should be message oriented	Fluency, accuracy, speaking skills

as opposed to the language oriented".

Appropriacy: It is all about sociocultural context, or pragmatics. (Lazaraton, 2014)

SUMMARY	KEY QUESTIONS
Through the years the grammar patterns have always had priority in the teaching classes; however, when teaching English it must be a teachers' concern to help the students to be able to communicate their ideas while sharing different experiences. The development of the speaking ability is more important than having a student to be able to read or write; that is why teachers should take advantage of activities such as discussions, group work, conversations, journals, etc. When using these techniques it is also important to base the oral performances on previous work, this is by making brainstorming ideas, practising expressions, creating an outline presentation, etc. These kind of activities usually are companied by the effective use of technology tools. Finally, it is necessary to point out that the student' process must be evaluated according with specific goals.	What kind of activities can be successful when teaching speaking to adolescents?

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